

# **APPENDIX A - DATA**

## **TUSD SCHOOL ENROLLMENT BY NEIGHBORHOOD RESIDENCY, RACE/ ETHNICITY AND ELL STATUS**

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
120 Banks															
Neighborhood Enrollment	307	88	28.7%	6	2.0%	204	66.4%	7	2.3%	█	0.7%			38	12.4%
Non-Neighborhood Enrollment	58	17	29.3%	█	1.7%	37	63.8%	█	3.4%			█	1.7%	█	6.9%
Banks Total	365	105	28.8%	7	1.9%	241	66.0%	9	2.5%	█	0.5%	█	0.3%	42	11.5%
125 Blenman															
Neighborhood Enrollment	360	72	20.0%	47	13.1%	184	51.1%	16	4.4%	21	5.8%	20	5.6%	32	8.9%
Non-Neighborhood Enrollment	136	34	25.0%	21	15.4%	60	44.1%	4	2.9%	8	5.9%	9	6.6%	8	5.9%
Blenman Total	496	106	21.4%	68	13.7%	244	49.2%	20	4.0%	29	5.8%	29	5.8%	40	8.1%
128 Bloom															
Neighborhood Enrollment	256	102	39.8%	20	7.8%	108	42.2%	5	2.0%	█	1.6%	17	6.6%	17	6.6%
Non-Neighborhood Enrollment	136	55	40.4%	10	7.4%	53	39.0%	6	4.4%	█	1.5%	10	7.4%	█	1.5%
Bloom Total	392	157	40.1%	30	7.7%	161	41.1%	11	2.8%	6	1.5%	27	6.9%	19	4.8%
131 Bonillas															
Neighborhood Enrollment	160	28	17.5%	6	3.8%	117	73.1%			█	0.6%	8	5.0%	11	6.9%
Non-Neighborhood Enrollment	276	31	11.2%	17	6.2%	212	76.8%	5	1.8%	7	2.5%	█	1.4%	45	16.3%
Bonillas Total	436	59	13.5%	23	5.3%	329	75.5%	5	1.1%	8	1.8%	12	2.8%	56	12.8%
140 Borman															
Neighborhood Enrollment	433	241	55.7%	30	6.9%	109	25.2%			13	3.0%	40	9.2%	█	0.7%
Non-Neighborhood Enrollment	64	33	51.6%	9	14.1%	13	20.3%			█	1.6%	8	12.5%		
Borman Total	497	274	55.1%	39	7.8%	122	24.5%			14	2.8%	48	9.7%	█	0.6%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
143 Borton															
Neighborhood Enrollment	110			10	9.1%	92	83.6%	8	7.3%					5	4.5%
Non-Neighborhood Enrollment	308	98	31.8%	9	2.9%	167	54.2%	7	2.3%	6	1.9%	21	6.8%	5	1.6%
Borton Total	418	98	23.4%	19	4.5%	259	62.0%	15	3.6%	6	1.4%	21	5.0%	10	2.4%
161 Carrillo															
Neighborhood Enrollment	69	█	2.9%	7	10.1%	58	84.1%	█	1.4%			█	1.4%	█	5.8%
Non-Neighborhood Enrollment	238	10	4.2%	5	2.1%	216	90.8%	5	2.1%	█	0.4%	█	0.4%	18	7.6%
Carrillo Total	307	12	3.9%	12	3.9%	274	89.3%	6	2.0%	█	0.3%	█	0.7%	22	7.2%
167 Cavett															
Neighborhood Enrollment	275	10	3.6%	15	5.5%	245	89.1%	█	1.5%			█	0.4%	69	25.1%
Non-Neighborhood Enrollment	27	█	3.7%	█	7.4%	21	77.8%					█	11.1%	█	7.4%
Cavett Total	302	11	3.6%	17	5.6%	266	88.1%	█	1.3%			█	1.3%	71	23.5%
170 Collier															
Neighborhood Enrollment	155	95	61.3%	█	1.9%	36	23.2%	█	2.6%	█	2.6%	13	8.4%		
Non-Neighborhood Enrollment	57	31	54.4%	█	5.3%	16	28.1%			█	5.3%	█	7.0%	█	1.8%
Collier Total	212	126	59.4%	6	2.8%	52	24.5%	█	1.9%	7	3.3%	17	8.0%	█	0.5%
179 Cragin															
Neighborhood Enrollment	251	67	26.7%	19	7.6%	139	55.4%	9	3.6%	█	0.4%	16	6.4%	22	8.8%
Non-Neighborhood Enrollment	106	34	32.1%	10	9.4%	58	54.7%			█	0.9%	█	2.8%	█	1.9%
Cragin Total	357	101	28.3%	29	8.1%	197	55.2%	9	2.5%	█	0.6%	19	5.3%	24	6.7%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
185 Davidson															
Neighborhood Enrollment	228	56	24.6%	22	9.6%	124	54.4%	5	2.2%	11	4.8%	10	4.4%	26	11.4%
Non-Neighborhood Enrollment	109	28	25.7%	8	7.3%	57	52.3%	6	5.5%	█	1.8%	8	7.3%	█	3.7%
Davidson Total	337	84	24.9%	30	8.9%	181	53.7%	11	3.3%	13	3.9%	18	5.3%	30	8.9%
191 Davis															
Neighborhood Enrollment	78	7	9.0%			68	87.2%					█	3.8%	█	3.8%
Non-Neighborhood Enrollment	269	25	9.3%	6	2.2%	232	86.2%	5	1.9%			█	0.4%	19	7.1%
Davis Total	347	32	9.2%	6	1.7%	300	86.5%	5	1.4%			█	1.2%	22	6.3%
203 Drachman															
Non-Neighborhood Enrollment	302	16	5.3%	31	10.3%	231	76.5%	12	4.0%	█	0.3%	11	3.6%	37	12.3%
Drachman Total	302	16	5.3%	31	10.3%	231	76.5%	12	4.0%	█	0.3%	11	3.6%	37	12.3%
211 Dunham															
Neighborhood Enrollment	131	62	47.3%	█	2.3%	59	45.0%	█	0.8%			6	4.6%	█	3.1%
Non-Neighborhood Enrollment	76	34	44.7%	█	2.6%	32	42.1%			█	3.9%	5	6.6%		
Dunham Total	207	96	46.4%	5	2.4%	91	44.0%	█	0.5%	█	1.4%	11	5.3%	█	1.9%
215 Erickson															
Neighborhood Enrollment	514	138	26.8%	56	10.9%	265	51.6%	11	2.1%	6	1.2%	38	7.4%	18	3.5%
Non-Neighborhood Enrollment	83	29	34.9%	█	4.8%	36	43.4%	█	1.2%	8	9.6%	5	6.0%	█	3.6%
Erickson Total	597	167	28.0%	60	10.1%	301	50.4%	12	2.0%	14	2.3%	43	7.2%	21	3.5%
218 Ford															
Neighborhood Enrollment	281	91	32.4%	27	9.6%	138	49.1%	5	1.8%	5	1.8%	15	5.3%	8	2.8%
Non-Neighborhood Enrollment	115	41	35.7%	9	7.8%	56	48.7%	█	1.7%	█	0.9%	6	5.2%	█	0.9%
Ford Total	396	132	33.3%	36	9.1%	194	49.0%	7	1.8%	6	1.5%	21	5.3%	9	2.3%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
225 Fruchthendler															
Neighborhood Enrollment	258	183	70.9%	6	2.3%	59	22.9%			█	0.8%	8	3.1%	█	1.2%
Non-Neighborhood Enrollment	120	75	62.5%	█	1.7%	31	25.8%			█	2.5%	9	7.5%	█	2.5%
Fruchthendler Total	378	258	68.3%	8	2.1%	90	23.8%			5	1.3%	17	4.5%	6	1.6%
228 Gale															
Neighborhood Enrollment	206	123	59.7%	█	1.5%	60	29.1%			5	2.4%	15	7.3%	6	2.9%
Non-Neighborhood Enrollment	207	108	52.2%	█	1.9%	76	36.7%			5	2.4%	14	6.8%	█	0.5%
Gale Total	413	231	55.9%	7	1.7%	136	32.9%			10	2.4%	29	7.0%	7	1.7%
231 Grijalva															
Neighborhood Enrollment	571	23	4.0%	█	0.7%	520	91.1%	20	3.5%	█	0.2%	█	0.5%	63	11.0%
Non-Neighborhood Enrollment	156	█	1.9%	█	1.3%	141	90.4%	7	4.5%	█	1.3%	█	0.6%	14	9.0%
Grijalva Total	727	26	3.6%	6	0.8%	661	90.9%	27	3.7%	█	0.4%	█	0.6%	77	10.6%
238 Henry															
Neighborhood Enrollment	260	119	45.8%	19	7.3%	103	39.6%	6	2.3%	█	1.2%	10	3.8%		
Non-Neighborhood Enrollment	135	80	59.3%	5	3.7%	44	32.6%	█	0.7%			5	3.7%	5	3.7%
Henry Total	395	199	50.4%	24	6.1%	147	37.2%	7	1.8%	█	0.8%	15	3.8%	5	1.3%
239 Holladay															
Neighborhood Enrollment	138	█	2.2%	10	7.2%	117	84.8%	█	2.9%			4	2.9%	23	16.7%
Non-Neighborhood Enrollment	123	17	13.8%	21	17.1%	75	61.0%	█	2.4%			7	5.7%	9	7.3%
Holladay Total	261	20	7.7%	31	11.9%	192	73.6%	7	2.7%			11	4.2%	32	12.3%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
245 Howell															
Neighborhood Enrollment	197	48	24.4%	20	10.2%	94	47.7%	21	10.7%	6	3.0%	8	4.1%	20	10.2%
Non-Neighborhood Enrollment	161	44	27.3%	13	8.1%	96	59.6%			█	1.2%	6	3.7%	7	4.3%
Howell Total	358	92	25.7%	33	9.2%	190	53.1%	21	5.9%	8	2.2%	14	3.9%	27	7.5%
251 Hudlow															
Neighborhood Enrollment	170	53	31.2%	9	5.3%	94	55.3%	█	2.4%	█	1.8%	7	4.1%	9	5.3%
Non-Neighborhood Enrollment	128	38	29.7%	11	8.6%	63	49.2%	█	2.3%	5	3.9%	8	6.3%	█	2.3%
Hudlow Total	298	91	30.5%	20	6.7%	157	52.7%	7	2.3%	8	2.7%	15	5.0%	12	4.0%
257 Hughes															
Neighborhood Enrollment	199	86	43.2%	7	3.5%	81	40.7%	█	0.5%	16	8.0%	8	4.0%	21	10.6%
Non-Neighborhood Enrollment	150	60	40.0%	█	1.3%	75	50.0%	█	0.7%	6	4.0%	6	4.0%	█	2.7%
Hughes Total	349	146	41.8%	9	2.6%	156	44.7%	█	0.6%	22	6.3%	14	4.0%	25	7.2%
266 Johnson															
Neighborhood Enrollment	20					16	80.0%	█	20.0%					█	5.0%
Non-Neighborhood Enrollment	344	8	2.3%	5	1.5%	195	56.7%	132	38.4%			█	1.2%	21	6.1%
Johnson Total	364	8	2.2%	5	1.4%	211	58.0%	136	37.4%			█	1.1%	22	6.0%
275 Kellond															
Neighborhood Enrollment	285	117	41.1%	6	2.1%	132	46.3%	13	4.6%	█	1.1%	14	4.9%	11	3.9%
Non-Neighborhood Enrollment	293	142	48.5%	12	4.1%	102	34.8%	█	0.7%	10	3.4%	25	8.5%	█	0.3%
Kellond Total	578	259	44.8%	18	3.1%	234	40.5%	15	2.6%	13	2.2%	39	6.7%	12	2.1%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
277 Lawrence															
Neighborhood Enrollment	205	█	2.0%	█	1.5%	68	33.2%	128	62.4%			█	1.0%	16	7.8%
Non-Neighborhood Enrollment	201	8	4.0%			109	54.2%	82	40.8%			█	1.0%	█	0.5%
Lawrence Total	406	12	3.0%	█	0.7%	177	43.6%	210	51.7%			█	1.0%	17	4.2%
281 Lineweaver															
Neighborhood Enrollment	114	35	30.7%	█	3.5%	68	59.6%	1	0.9%	█	0.9%	5	4.4%	6	5.3%
Non-Neighborhood Enrollment	442	168	38.0%	14	3.2%	213	48.2%	7	1.6%	18	4.1%	22	5.0%	14	3.2%
Lineweaver Total	556	203	36.5%	18	3.2%	281	50.5%	8	1.4%	19	3.4%	27	4.9%	20	3.6%
287 Lynn/Urquides															
Neighborhood Enrollment	447	10	2.2%	█	0.9%	427	95.5%	█	0.4%			█	0.9%	105	23.5%
Non-Neighborhood Enrollment	173	10	5.8%	█	1.7%	147	85.0%	8	4.6%			5	2.9%	9	5.2%
Lynn/Urquides Total	620	20	3.2%	7	1.1%	574	92.6%	10	1.6%			9	1.5%	114	18.4%
290 Maldonado															
Neighborhood Enrollment	363	21	5.8%	7	1.9%	319	87.9%	14	3.9%	█	0.3%	█	0.3%	52	14.3%
Non-Neighborhood Enrollment	57	█	7.0%			45	78.9%	7	12.3%	█	1.8%			█	3.5%
Maldonado Total	420	25	6.0%	7	1.7%	364	86.7%	21	5.0%	█	0.5%	█	0.2%	54	12.9%
293 Manzo															
Neighborhood Enrollment	175	6	3.4%			155	88.6%	10	5.7%	█	1.1%	█	1.1%	24	13.7%
Non-Neighborhood Enrollment	180	9	5.0%	6	3.3%	150	83.3%	8	4.4%	5	2.8%	█	1.1%	17	9.4%
Manzo Total	355	15	4.2%	6	1.7%	305	85.9%	18	5.1%	7	2.0%	█	1.1%	41	11.5%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
295 Marshall															
Neighborhood Enrollment	205	86	42.0%	10	4.9%	99	48.3%			5	2.4%	5	2.4%	█	1.0%
Non-Neighborhood Enrollment	140	49	35.0%	11	7.9%	66	47.1%	█	1.4%	█	2.9%	8	5.7%	█	0.7%
Marshall Total	345	135	39.1%	21	6.1%	165	47.8%	█	0.6%	9	2.6%	13	3.8%	█	0.9%
308 Miller															
Neighborhood Enrollment	407	24	5.9%	5	1.2%	360	88.5%	15	3.7%			█	0.7%	47	11.5%
Non-Neighborhood Enrollment	199	13	6.5%	█	1.5%	151	75.9%	29	14.6%			█	1.5%	11	5.5%
Miller Total	606	37	6.1%	8	1.3%	511	84.3%	44	7.3%			6	1.0%	58	9.6%
311 Mission View															
Neighborhood Enrollment	164			█	2.4%	150	91.5%	9	5.5%			█	0.6%	37	22.6%
Non-Neighborhood Enrollment	105	█	2.9%	6	5.7%	88	83.8%	8	7.6%					17	16.2%
Mission View Total	269	█	1.1%	10	3.7%	238	88.5%	17	6.3%			█	0.4%	54	20.1%
317 Myers/Ganoung															
Neighborhood Enrollment	267	32	12.0%	24	9.0%	179	67.0%	14	5.2%	6	2.2%	12	4.5%	45	16.9%
Non-Neighborhood Enrollment	161	21	13.0%	20	12.4%	108	67.1%	█	1.2%	5	3.1%	5	3.1%	25	15.5%
Myers/Ganoung Total	428	53	12.4%	44	10.3%	287	67.1%	16	3.7%	11	2.6%	17	4.0%	70	16.4%
323 Ochoa															
Neighborhood Enrollment	101	█	1.0%	█	3.0%	87	86.1%	9	8.9%			█	1.0%	19	18.8%
Non-Neighborhood Enrollment	125	█	3.2%	█	0.8%	104	83.2%	15	12.0%			█	0.8%	11	8.8%
Ochoa Total	226	5	2.2%	█	1.8%	191	84.5%	24	10.6%			█	0.9%	30	13.3%



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School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
327 Oyama															
Neighborhood Enrollment	294	22	7.5%	11	3.7%	245	83.3%	14	4.8%				0.7%	29	9.9%
Non-Neighborhood Enrollment	125	8	6.4%	10	8.0%	87	69.6%	18	14.4%		1.6%			12	9.6%
Oyama Total	419	30	7.2%	21	5.0%	332	79.2%	32	7.6%		0.5%		0.5%	41	9.8%
353 Robison															
Neighborhood Enrollment	226	11	4.9%	12	5.3%	196	86.7%		0.9%		1.3%		0.9%	28	12.4%
Non-Neighborhood Enrollment	136	13	9.6%		2.2%	117	86.0%				0.7%		1.5%	22	16.2%
Robison Total	362	24	6.6%	15	4.1%	313	86.5%		0.6%		1.1%		1.1%	50	13.8%
395 Sewell															
Neighborhood Enrollment	142	50	35.2%	7	4.9%	69	48.6%		1.4%	5	3.5%	9	6.3%	8	5.6%
Non-Neighborhood Enrollment	168	59	35.1%	11	6.5%	89	53.0%		1.2%		1.8%		2.4%	13	7.7%
Sewell Total	310	109	35.2%	18	5.8%	158	51.0%		1.3%	8	2.6%	13	4.2%	21	6.8%
410 Soleng Tom															
Neighborhood Enrollment	234	131	56.0%	7	3.0%	73	31.2%		1.7%	6	2.6%	13	5.6%	8	3.4%
Non-Neighborhood Enrollment	230	120	52.2%	5	2.2%	79	34.3%			9	3.9%	17	7.4%		1.3%
Soleng Tom Total	464	251	54.1%	12	2.6%	152	32.8%		0.9%	15	3.2%	30	6.5%	11	2.4%
413 Steele															
Neighborhood Enrollment	224	91	40.6%	20	8.9%	80	35.7%		0.9%	9	4.0%	22	9.8%	7	3.1%
Non-Neighborhood Enrollment	138	39	28.3%	12	8.7%	75	54.3%		1.4%	5	3.6%	5	3.6%		0.7%
Steele Total	362	130	35.9%	32	8.8%	155	42.8%		1.1%	14	3.9%	27	7.5%	8	2.2%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
417 Tolson															
Neighborhood Enrollment	254	18	7.1%	10	3.9%	216	85.0%	6	2.4%				1.6%	42	16.5%
Non-Neighborhood Enrollment	113	15	13.3%	2	1.8%	92	81.4%		0.9%				2.7%	9	8.0%
Tolson Total	367	33	9.0%	12	3.3%	308	83.9%	7	1.9%			7	1.9%	51	13.9%
419 Tully															
Neighborhood Enrollment	198	15	7.6%	17	8.6%	152	76.8%	9	4.5%		2.0%		0.5%	29	14.6%
Non-Neighborhood Enrollment	223	16	7.2%	11	4.9%	175	78.5%	11	4.9%		1.8%		2.7%	25	11.2%
Tully Total	421	31	7.4%	28	6.7%	327	77.7%	20	4.8%	8	1.9%	7	1.7%	54	12.8%
431 Van Buskirk															
Neighborhood Enrollment	251	11	4.4%			227	90.4%	12	4.8%				0.4%	39	15.5%
Non-Neighborhood Enrollment	134		1.5%		0.7%	128	95.5%				1.5%		0.7%	12	9.0%
Van Buskirk Total	385	13	3.4%		0.3%	355	92.2%	12	3.1%		0.5%		0.5%	51	13.2%
435 Vesey															
Neighborhood Enrollment	542	58	10.7%	11	2.0%	421	77.7%	34	6.3%	6	1.1%	12	2.2%	42	7.7%
Non-Neighborhood Enrollment	69	14	20.3%		1.4%	48	69.6%	5	7.2%		1.4%				1.4%
Vesey Total	611	72	11.8%	12	2.0%	469	76.8%	39	6.4%	7	1.1%	12	2.0%	43	7.0%
440 Warren															
Neighborhood Enrollment	169	15	8.9%		1.8%	133	78.7%	16	9.5%		0.6%		0.6%	23	13.6%
Non-Neighborhood Enrollment	96	6	6.3%		1.0%	70	72.9%	18	18.8%				1.0%		3.1%
Warren Total	265	21	7.9%		1.5%	203	76.6%	34	12.8%		0.4%		0.8%	26	9.8%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary</b>															
443 Wheeler															
Neighborhood Enrollment	315	96	30.5%	30	9.5%	164	52.1%	█	1.3%	6	1.9%	15	4.8%	15	4.8%
Non-Neighborhood Enrollment	195	79	40.5%	19	9.7%	75	38.5%	█	1.0%	█	1.5%	17	8.7%	█	0.5%
Wheeler Total	510	175	34.3%	49	9.6%	239	46.9%	6	1.2%	9	1.8%	32	6.3%	16	3.1%
449 White															
Neighborhood Enrollment	351	22	6.3%	7	2.0%	302	86.0%	15	4.3%	4	1.1%	█	0.3%	15	4.3%
Non-Neighborhood Enrollment	358	25	7.0%			291	81.3%	33	9.2%	5	1.4%	█	1.1%	█	1.1%
White Total	709	47	6.6%	7	1.0%	593	83.6%	48	6.8%	9	1.3%	5	0.7%	19	2.7%
455 Whitmore															
Neighborhood Enrollment	230	66	28.7%	19	8.3%	124	53.9%	█	1.7%	7	3.0%	10	4.3%	20	8.7%
Non-Neighborhood Enrollment	130	47	36.2%	10	7.7%	60	46.2%	█	0.8%	█	3.1%	8	6.2%	10	7.7%
Whitmore Total	360	113	31.4%	29	8.1%	184	51.1%	5	1.4%	11	3.1%	18	5.0%	30	8.3%
461 Wright															
Neighborhood Enrollment	307	53	17.3%	38	12.4%	159	51.8%	9	2.9%	29	9.4%	19	6.2%	46	15.0%
Non-Neighborhood Enrollment	104	12	11.5%	29	27.9%	48	46.2%	█	1.9%	8	7.7%	5	4.8%	23	22.1%
Wright Total	411	65	15.8%	67	16.3%	207	50.4%	11	2.7%	37	9.0%	24	5.8%	69	16.8%
<b>Elementary K-8</b>															
197 Dietz K-8															
Neighborhood Enrollment	258	76	29.5%	19	7.4%	137	53.1%	█	0.4%	6	2.3%	19	7.4%	40	15.5%
Non-Neighborhood Enrollment	161	46	28.6%	11	6.8%	81	50.3%	█	1.9%	5	3.1%	15	9.3%	11	6.8%
Dietz K-8 Total	419	122	29.1%	30	7.2%	218	52.0%	█	1.0%	11	2.6%	34	8.1%	51	12.2%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Elementary K-8</b>															
233 Hollinger K-8															
Neighborhood Enrollment	329	█	0.9%	█	0.3%	312	94.8%	11	3.3%			█	0.6%	118	35.9%
Non-Neighborhood Enrollment	218	15	6.9%			192	88.1%	11	5.0%					38	17.4%
Hollinger K-8 Total	547	18	3.3%	█	0.2%	504	92.1%	22	4.0%			█	0.4%	156	28.5%
351 Robins K-8															
Neighborhood Enrollment	405	92	22.7%	10	2.5%	271	66.9%	6	1.5%	13	3.2%	13	3.2%	28	6.9%
Non-Neighborhood Enrollment	172	28	16.3%	█	2.3%	138	80.2%					█	1.2%	█	2.3%
Robins K-8 Total	577	120	20.8%	14	2.4%	409	70.9%	6	1.0%	13	2.3%	15	2.6%	32	5.5%
371 Rose K-8															
Neighborhood Enrollment	525	8	1.5%			507	96.6%	8	1.5%			█	0.4%	122	23.2%
Non-Neighborhood Enrollment	255	█	0.4%	█	0.4%	251	98.4%	█	0.8%					46	18.0%
Rose K-8 Total	780	9	1.2%	█	0.1%	758	97.2%	10	1.3%			█	0.3%	168	21.5%
<b>Middle K-8</b>															
305 Miles - E. L. C. K-8															
Non-Neighborhood Enrollment	319	138	43.3%	13	4.1%	143	44.8%	9	2.8%	6	1.9%	10	3.1%	█	1.3%
Miles - E. L. C. K-8 Total	319	138	43.3%	13	4.1%	143	44.8%	9	2.8%	6	1.9%	10	3.1%	█	1.3%
329 Pueblo Gardens K-8															
Neighborhood Enrollment	305	11	3.6%	11	3.6%	267	87.5%	8	2.6%	7	2.3%	█	0.3%	34	11.1%
Non-Neighborhood Enrollment	152	5	3.3%	8	5.3%	132	86.8%			█	1.3%	5	3.3%	11	7.2%
Pueblo Gardens K-8 Total	457	16	3.5%	19	4.2%	399	87.3%	8	1.8%	9	2.0%	6	1.3%	45	9.8%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle K-8</b>															
510 Booth-Fickett K-8															
Neighborhood Enrollment	421	129	30.6%	34	8.1%	224	53.2%	7	1.7%	11	2.6%	16	3.8%	22	5.2%
Non-Neighborhood Enrollment	860	176	20.5%	98	11.4%	508	59.1%	7	0.8%	27	3.1%	44	5.1%	38	4.4%
Booth-Fickett K-8 Total	1281	305	23.8%	132	10.3%	732	57.1%	14	1.1%	38	3.0%	60	4.7%	60	4.7%
521 Morgan Maxwell K-8															
Neighborhood Enrollment	277	16	5.8%	13	4.7%	233	84.1%	9	3.2%			6	2.2%	35	12.6%
Non-Neighborhood Enrollment	130	█	2.3%	14	10.8%	105	80.8%	█	3.1%			█	3.1%	11	8.5%
Morgan Maxwell K-8 Total	407	19	4.7%	27	6.6%	338	83.0%	13	3.2%			10	2.5%	46	11.3%
523 McCorkle K-8															
Neighborhood Enrollment	477	25	5.2%	█	0.6%	424	88.9%	21	4.4%	█	0.2%	█	0.6%	130	27.3%
Non-Neighborhood Enrollment	374	18	4.8%	5	1.3%	338	90.4%	10	2.7%	█	0.8%			16	4.3%
McCorkle K-8 Total	851	43	5.1%	8	0.9%	762	89.5%	31	3.6%	█	0.5%	█	0.4%	146	17.2%
525 Roberts-Naylor K-8															
Neighborhood Enrollment	477	56	11.7%	67	14.0%	295	61.8%	17	3.6%	32	6.7%	10	2.1%	174	36.5%
Non-Neighborhood Enrollment	121	10	8.3%	27	22.3%	82	67.8%	█	1.7%					28	23.1%
Roberts-Naylor K-8 Total	598	66	11.0%	94	15.7%	377	63.0%	19	3.2%	32	5.4%	10	1.7%	202	33.8%
535 Safford K-8															
Neighborhood Enrollment	303	15	5.0%	17	5.6%	240	79.2%	23	7.6%			8	2.6%	16	5.3%
Non-Neighborhood Enrollment	566	46	8.1%	26	4.6%	415	73.3%	67	11.8%	█	0.4%	10	1.8%	29	5.1%
Safford K-8 Total	869	61	7.0%	43	4.9%	655	75.4%	90	10.4%	█	0.2%	18	2.1%	45	5.2%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle K-8</b>															
595 Roskrige K-8															
Neighborhood Enrollment	87	6	6.9%			53	60.9%	23	26.4%	█	2.3%	█	3.4%	10	11.5%
Non-Neighborhood Enrollment	602	18	3.0%	12	2.0%	521	86.5%	44	7.3%	█	0.5%	█	0.7%	24	4.0%
Roskrige K-8 Total	689	24	3.5%	12	1.7%	574	83.3%	67	9.7%	5	0.7%	7	1.0%	34	4.9%
<b>Middle School</b>															
502 Dodge															
Non-Neighborhood Enrollment	420	103	24.5%	19	4.5%	267	63.6%	9	2.1%	10	2.4%	12	2.9%		
Dodge Total	420	103	24.5%	19	4.5%	267	63.6%	9	2.1%	10	2.4%	12	2.9%		
505 Doolen															
Neighborhood Enrollment	591	144	24.4%	72	12.2%	286	48.4%	20	3.4%	47	8.0%	22	3.7%		
Non-Neighborhood Enrollment	205	87	42.4%	15	7.3%	80	39.0%	█	2.0%	9	4.4%	10	4.9%	9	4.4%
Doolen Total	796	231	29.0%	87	10.9%	366	46.0%	24	3.0%	56	7.0%	32	4.0%	9	1.1%
511 Gridley															
Neighborhood Enrollment	428	238	55.6%	20	4.7%	142	33.2%	█	0.7%	10	2.3%	15	3.5%		
Non-Neighborhood Enrollment	303	145	47.9%	12	4.0%	113	37.3%	█	0.7%	12	4.0%	19	6.3%		
Gridley Total	731	383	52.4%	32	4.4%	255	34.9%	5	0.7%	22	3.0%	34	4.7%		
515 Magee															
Neighborhood Enrollment	415	197	47.5%	31	7.5%	147	35.4%	7	1.7%	10	2.4%	23	5.5%		
Non-Neighborhood Enrollment	234	106	45.3%	15	6.4%	94	40.2%	█	1.3%	█	1.3%	13	5.6%	█	1.3%
Magee Total	649	303	46.7%	46	7.1%	241	37.1%	10	1.5%	13	2.0%	36	5.5%	█	0.5%

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle School</b>															
520 Mansfeld															
Neighborhood Enrollment	623	57	9.1%	29	4.7%	504	80.9%	15	2.4%	10	1.6%	8	1.3%		
Non-Neighborhood Enrollment	183	19	10.4%	13	7.1%	138	75.4%	10	5.5%	█	0.5%	█	1.1%		
Mansfeld Total	806	76	9.4%	42	5.2%	642	79.7%	25	3.1%	11	1.4%	10	1.2%		
527 Pistor															
Neighborhood Enrollment	635	35	5.5%	10	1.6%	556	87.6%	25	3.9%	█	0.3%	7	1.1%		
Non-Neighborhood Enrollment	325	33	10.2%	5	1.5%	248	76.3%	28	8.6%	█	0.9%	8	2.5%		
Pistor Total	960	68	7.1%	15	1.6%	804	83.8%	53	5.5%	5	0.5%	15	1.6%		
537 Secrist															
Neighborhood Enrollment	600	203	33.8%	65	10.8%	263	43.8%	7	1.2%	17	2.8%	45	7.5%		
Non-Neighborhood Enrollment	38	13	34.2%	█	7.9%	18	47.4%	█	2.6%	█	5.3%	█	2.6%		
Secrist Total	638	216	33.9%	68	10.7%	281	44.0%	8	1.3%	19	3.0%	46	7.2%		
550 Utterback															
Neighborhood Enrollment	495	15	3.0%	30	6.1%	425	85.9%	17	3.4%	█	0.2%	7	1.4%		
Non-Neighborhood Enrollment	196	33	16.8%	26	13.3%	122	62.2%	12	6.1%			█	1.5%		
Utterback Total	691	48	6.9%	56	8.1%	547	79.2%	29	4.2%	█	0.1%	10	1.4%		
555 Vail															
Neighborhood Enrollment	265	81	30.6%	31	11.7%	127	47.9%	10	3.8%	10	3.8%	6	2.3%		
Non-Neighborhood Enrollment	407	144	35.4%	18	4.4%	190	46.7%	15	3.7%	13	3.2%	27	6.6%		
Vail Total	672	225	33.5%	49	7.3%	317	47.2%	25	3.7%	23	3.4%	33	4.9%		

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Middle School</b>															
557 Valencia															
Neighborhood Enrollment	915	68	7.4%	23	2.5%	750	82.0%	62	6.8%	9	1.0%	█	0.3%		
Non-Neighborhood Enrollment	54	█	5.6%	█	3.7%	42	77.8%	6	11.1%			█	1.9%		
Valencia Total	969	71	7.3%	25	2.6%	792	81.7%	68	7.0%	9	0.9%	█	0.4%		
<b>High School</b>															
610 Catalina															
Neighborhood Enrollment	710	195	27.5%	92	13.0%	319	44.9%	25	3.5%	64	9.0%	15	2.1%		
Non-Neighborhood Enrollment	311	69	22.2%	53	17.0%	150	48.2%	8	2.6%	19	6.1%	12	3.9%		
Catalina Total	1021	264	25.9%	145	14.2%	469	45.9%	33	3.2%	83	8.1%	27	2.6%		
615 Cholla															
Neighborhood Enrollment	1298	113	8.7%	36	2.8%	1030	79.4%	98	7.6%	6	0.5%	15	1.2%		
Non-Neighborhood Enrollment	382	34	8.9%	28	7.3%	295	77.2%	15	3.9%	█	0.5%	8	2.1%		
Cholla Total	1680	147	8.8%	64	3.8%	1325	78.9%	113	6.7%	8	0.5%	23	1.4%		
620 Palo Verde															
Neighborhood Enrollment	580	161	27.8%	69	11.9%	295	50.9%	12	2.1%	14	2.4%	29	5.0%		
Non-Neighborhood Enrollment	373	96	25.7%	62	16.6%	178	47.7%	9	2.4%	7	1.9%	21	5.6%		
Palo Verde Total	953	257	27.0%	131	13.7%	473	49.6%	21	2.2%	21	2.2%	50	5.2%		
630 Pueblo															
Neighborhood Enrollment	1160	45	3.9%	14	1.2%	1056	91.0%	33	2.8%	5	0.4%	7	0.6%		
Non-Neighborhood Enrollment	348	13	3.7%	█	0.9%	305	87.6%	26	7.5%			█	0.3%	█	0.9%
Pueblo Total	1508	58	3.8%	17	1.1%	1361	90.3%	59	3.9%	5	0.3%	8	0.5%	█	0.2%



## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>High School</b>															
640 Rincon															
Neighborhood Enrollment	710	169	23.8%	70	9.9%	386	54.4%	12	1.7%	52	7.3%	21	3.0%		
Non-Neighborhood Enrollment	415	151	36.4%	34	8.2%	198	47.7%	5	1.2%	16	3.9%	11	2.7%		
Rincon Total	1125	320	28.4%	104	9.2%	584	51.9%	17	1.5%	68	6.0%	32	2.8%		
645 Sabino															
Neighborhood Enrollment	504	333	66.1%	11	2.2%	127	25.2%	7	1.4%	5	1.0%	21	4.2%		
Non-Neighborhood Enrollment	556	327	58.8%	25	4.5%	172	30.9%	5	0.9%	8	1.4%	19	3.4%		
Sabino Total	1060	660	62.3%	36	3.4%	299	28.2%	12	1.1%	13	1.2%	40	3.8%		
650 Sahuaro															
Neighborhood Enrollment	1153	640	55.5%	79	6.9%	357	31.0%	14	1.2%	23	2.0%	40	3.5%		
Non-Neighborhood Enrollment	681	297	43.6%	43	6.3%	280	41.1%	6	0.9%	21	3.1%	34	5.0%		
Sahuaro Total	1834	937	51.1%	122	6.7%	637	34.7%	20	1.1%	44	2.4%	74	4.0%		
655 Santa Rita															
Neighborhood Enrollment	670	284	42.4%	59	8.8%	264	39.4%	5	0.7%	27	4.0%	31	4.6%		
Non-Neighborhood Enrollment	257	104	40.5%	38	14.8%	93	36.2%	10	3.9%	1	0.8%	10	3.9%		
Santa Rita Total	927	388	41.9%	97	10.5%	357	38.5%	15	1.6%	29	3.1%	41	4.4%		
660 Tucson															
Neighborhood Enrollment	1443	195	13.5%	75	5.2%	1083	75.1%	49	3.4%	16	1.1%	25	1.7%		
Non-Neighborhood Enrollment	1782	260	14.6%	83	4.7%	1297	72.8%	88	4.9%	21	1.2%	33	1.9%		
Tucson Total	3225	455	14.1%	158	4.9%	2380	73.8%	137	4.2%	37	1.1%	58	1.8%		
675 University															
Non-Neighborhood Enrollment	1008	510	50.6%	16	1.6%	322	31.9%	7	0.7%	107	10.6%	46	4.6%		
University Total	1008	510	50.6%	16	1.6%	322	31.9%	7	0.7%	107	10.6%	46	4.6%		

## TUSD School Enrollment by Neighborhood Residency, Race/Ethnicity and ELL Status

School & Enrollment Type	Total	White		African American		Hispanic		Native American		Asian / Pac. Isle		Multi-Race		ELL	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Alternative</b>															
122 Direct Link II															
Non-Neighborhood Enrollment	35	14	40.0%	█	11.4%	14	40.0%	█	2.9%			█	5.7%	█	5.7%
Direct Link II Total	35	14	40.0%	█	11.4%	14	40.0%	█	2.9%			█	5.7%	█	5.7%
195 Meredith K-12															
Non-Neighborhood Enrollment	59	25	42.4%	5	8.5%	24	40.7%	█	1.7%	1	1.7%	█	5.1%		
Meredith K-12 Total	59	25	42.4%	5	8.5%	24	40.7%	█	1.7%	1	1.7%	█	5.1%		
674 Project MORE															
Non-Neighborhood Enrollment	74	7	9.5%	7	9.5%	55	74.3%	█	5.4%			█	1.4%		
Project MORE Total	74	7	9.5%	7	9.5%	55	74.3%	█	5.4%			█	1.4%		
676 Teenage Parent Program															
Non-Neighborhood Enrollment	63	9	14.3%	5	7.9%	43	68.3%	6	9.5%						
Teenage Parent Program T	63	9	14.3%	5	7.9%	43	68.3%	6	9.5%						

**APPENDIX B - DATA**  
**TUSD SCHOOL PROGRAMS**

Sch #	Sch Name	PreSch Prog.	Magnets	GATE	Exceptional Edu.	Title1
120	Banks	ABLE			Self Contained	Title 1
125	Blenman	ABLE			Self Contained	Title 1
128	Bloom	ABLE			Self Contained	Title 1
131	Bonillas		Traditional Academics		Self Contained	Title 1
140	Borman	PARTNERS				Title 1
143	Borton		Systems Thinking		Self Contained	Title 1
161	Carrillo		Museum Studies			Title 1
167	Cavett	PACE			Self Contained	Title 1
170	Collier	Pre Sch.				Title 1
179	Cragin	EXPLORER	Juliard Style		Self Contained	Title 1
185	Davidson	PARTNERS			Self Contained	Title 1
191	Davis		GS/DL			Title 1
203	Drachman		Montessori		Self Contained	Title 1
211	Dunham	Pre Sch.				Title 1
215	Erickson	PACE, ABLE			Self Contained	Title 1
218	Ford					Title 1
225	Fruchthendler					Title 1
228	Gale	ABLE			Self Contained	Title 1
231	Grijalva	PACE				Title 1
238	Henry	Pre Sch.				Title 1
239	Holladay		Fine Arts		Self Contained	Title 1
245	Howell	EXPLORER			Self Contained	Title 1
251	Hudlow	PACE, ABLE			Self Contained	Title 1
257	Hughes					Title 1
266	Johnson	PACE, ABLE, EXPLORER			Self Contained	Title 1
275	Kellond	Pre Sch.		Self Contained	Self Contained	Title 1
281	Lineweaver			Self Contained	Self Contained	Title 1
287	Lynn/Urquides	PACE, ABLE			Self Contained	Title 1
290	Maldonado	PACE				Title 1
293	Manzo	PACE			Self Contained	Title 1
295	Marshall	ABLE, Pre Sch.			Self Contained	Title 1
308	Miller	ABLE			Self Contained	Title 1
311	Mission View	PACE, ABLE				Title 1
317	Myers/Ganoung	PACE, ABLE			Self Contained	Title 1
323	Ochoa	PACE, Pre Sch., ABLE	Reggio Inspired			Title 1
327	Oyama				Self Contained	Title 1
353	Robison		IB			Title 1
395	Sewell	Pre Sch.			Self Contained	Title 1
410	Soleng Tom	Pre Sch.				Title 1
413	Steele	PACE, ABLE			Self Contained	Title 1
417	Tolson	ABLE			Self Contained	Title 1
419	Tully	PACE, ABLE	STEM		Self Contained	Title 1
431	Van Buskirk	PACE, ABLE			Self Contained	Title 1
435	Vesey					Title 1
440	Warren	PACE			Self Contained	Title 1
443	Wheeler	PARTNERS			Self Contained	Title 1
449	White			Self Contained	Self Contained	Title 1
455	Whitmore				Self Contained	Title 1
461	Wright	PACE			Self Contained	Title 1

Sch #	Sch Name	Magnets	GATE	Exceptional Edu.	Title1
502	Dodge	Traditional Academics	Self Contained		Title1
505	Doolen			Self Contained	Title1
511	Gridley			Self Contained	Title1
515	Magee			Self Contained	Title1
520	Mansfeld			Self Contained	Title1
527	Pistor	STEM	Self Contained	Self Contained	Title1
537	Secrist	STEM	Self Contained	Self Contained	Title1
550	Utterback	Fine Arts		Self Contained	Title1
555	Vail			Self Contained	Title1
557	Valencia			Self Contained	Title1

Sch #	Sch Name	PreSch Prog.	Magnets	GATE	Exceptional Edu.	Title1
197	Dietz K-8					Title1
233	Hollinger K-8	PACE		Self Contained		Title1
277	Lawrence 3-8	ABLE			Self Contained	Title1
351	Robins K-8					Title1
371	Rose K-8	PACE				Title1
510	Booth-Fickett K-8		STEM		Self Contained	Title1
521	Morgan Maxwell K-8	Pre Sch.				Title1
305	Miles - E. L. C. K-8	Pre Sch., EXPLORER			Self Contained	
525	Roberts-Naylor K-8				Self Contained	Title1
329	Pueblo Gardens K-8	PACE, EXPLORER				Title1
595	Roskruge K-8		GS/DL		Self Contained	Title1
535	Safford K-8		IB		Self Contained	Title1
523	McCorkle K-8	PACE, Pre Sch.				Title1

Sch #	Sch Name	Magnets	Exceptional Edu.	Title1
610	Catalina		Self Contained	Title1
615	Cholla	IB	Self Contained	Title1
195	Meredith K-12		Self Contained	Title1
620	Palo Verde	STEM	Self Contained	Title1
630	Pueblo	Communication Arts	Self Contained	Title1
640	Rincon		Self Contained	Title1
645	Sabino			
650	Sahuaro		Self Contained	
655	Santa Rita		Self Contained	Title1
660	Tucson	Fine Arts, STEM	Self Contained	Title1
675	University			
602	Direct Link			Title1
674	Project MORE			Title1
676	Teenage Parent			Title1

Sch #	Sch Name	CTE/JTED
610	Catalina	Construction, Aircraft Repair, Entrepreneurship, Publications, Culinary Arts, Air Conditioning, Sports Medicine
615	Cholla	Construction, Automotive, Business, Digital Media, Early Child Edu., Graphic Design, Law, Public Safety, Mech. Drafting, Pharmacy, Sports Medicine, Welding, Web Page Dev.
195	Meredith K-12	
620	Palo Verde	Automotive, Biotechnology, Publications, Film and TV, Engineering , Drafting, Sports Medicine,
630	Pueblo	Automotive, Biotechnology, Early Child Edu., Edu. Professions, Journalism, Electronic, Graphic Arts, Photo Imaging, Photo Journalism, Sales & Marketing, Web Page Dev.
640	Rincon	Automotive, Publications, Digital Media, Fashion Design, Fire Science
645	Sabino	Animal Systems, Commercial Art, Film and TV, Engineering, Graphic Design, Photo Imaging, Sports Medicine
650	Sahuaro	Automotive, Technical Applications, Culinary Arts, Engineering, Photo Imaging, Photo Journalism, Sports Medicine, Web Page Dev.
655	Santa Rita	Construction, Arch. Drafting, Automotive, Entrepreneurship, Publications, Culinary Arts, Web Page Dev. Welding
660	Tucson	Accounting, Auto Repair, Automotive, Biotechnology, Entrepreneurship, Publications, Technical Apps., Business Operations, Commercial Arts, Digital Media, Graphic Design, Metals, Computer Maintenance, Photo Imaging, Precision Machining, Sales & Marketing, Stage Management, Sports Medicine, Welding
675	University	
602	Direct Link	
674	Project MORE	
676	Teenage Parent	Early Child Edu.



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**Legend**

IB = International Baccalaureate  
STEM = Science, Technology, Engineering & Math  
Fine Arts = Fine and Performing Arts  
GS/DL = Global Studies/Dual Language  
Pre Sch. = Preschool Programs

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**APPENDIX C - DATA**  
**TUSD SELECT DEMOGRAPHIC DATA**

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
1	\$11,014	\$2,188	42.5	17.9	22.3	15.1
2	\$37,518	\$10,534	25.4	8.3	66.6	12.6
3	\$19,214	\$6,740	38.2	11.1	73.3	5.6
4	\$29,886	\$8,885	34.6	7.9	60.1	6.7
5	\$20,577	\$6,790	40.3	7	37.2	9.4
6	\$50,511	\$8,179	21.8	6.5	45.5	11
7	\$31,556	\$6,336	21.9	8.9	60.2	11.8
8	\$40,263	\$15,079	22.3	13.3	30.7	7
9	\$28,131	\$4,341	33.1	10.8	18.9	7.5
10	\$32,260	\$7,755	30.8	13	17.3	5.4
11	\$24,314	\$3,615	26.7	10.6	11.6	4.3
12	\$31,900	\$3,950	32.4	10	14.5	6
13.02	\$14,110	\$2,495	47.2	9.7	23.1	12.2
13.03	\$17,730	\$2,387	48.1	13.9	19	5.7
13.04	\$24,176	\$4,445	38.3	10.8	56.4	9
14	\$25,219	\$5,492	47	7.6	41.8	6.8
15	\$24,858	\$3,629	42.1	7.5	66.1	7
16	\$44,395	\$5,380	14.7	6.1	72.3	10.2
17	\$39,388	\$3,183	16	8.9	56.1	8.4
18.01	\$26,341	\$4,308	31.3	8.2	65.8	6.8
18.02	\$31,657	\$1,979	24.6	9.7	79.5	6.7
19	\$50,270	\$12,536	15.5	4.7	56.3	5.7
20	\$34,474	\$3,607	23.8	8.8	52.7	8.1
21	\$30,631	\$3,322	39.7	8.5	61.4	9.2
22.01	\$38,992	\$15,486	20.2	10.3	58.3	8
22.02	\$28,286	\$2,328	46.4	13.1	52.3	8.4
23	\$21,624	\$2,504	54.7	8.5	31.6	9.3
24	\$25,980	\$2,154	33.7	7.6	46	11.8
25.01	\$33,327	\$4,717	15.7	5.8	38	9.8
25.03	\$28,486	\$4,214	31.2	10.3	18.8	6.3
25.04	\$34,011	\$4,509	29.3	10.5	18.7	5.6
25.05	\$35,709	\$7,078	27.8	9.6	21.2	7.9
25.06	\$46,559	\$5,658	18.2	6.5	19.3	13.2
26.02	\$24,375	\$7,085	40.9	10.6	32.2	7.9
26.03	\$18,556	\$3,288	50	11	11.3	6
26.04	\$20,442	\$4,895	49.3	10.1	28.8	7.8
27.01	\$38,869	\$11,933	21.2	9.3	21.4	9.6
27.02	\$38,470	\$5,656	17.6	5	18.5	7
27.03	\$32,926	\$2,832	37.2	9	22.9	9.1
28.01	\$21,516	\$7,780	31.1	13.9	43.9	9.9
28.02	\$31,773	\$4,528	25.6	7.5	25.2	11.9

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
28.03	\$28,338	\$2,531	33.6	11	14.1	5.5
29.01	\$29,519	\$1,953	24.7	7.4	15.1	6.4
29.03	\$49,393	\$13,860	11.6	5.5	26.1	6
29.04	\$45,490	\$5,574	13.7	6.6	22.1	6.8
29.05	\$31,780	\$6,297	30.9	9.4	19.3	5.1
30.02	\$41,954	\$3,635	15.1	8.2	15.7	4.9
30.03	\$30,357	\$7,898	30	8.3	23.5	8.9
30.04	\$50,548	\$8,270	8.3	5.8	29.5	10.2
31.01	\$25,169	\$3,392	36.9	8.2	19.7	4.5
31.02	\$29,906	\$6,035	28.2	8.2	48	7.1
32	\$40,333	\$6,122	16.5	5.1	31.2	8.9
33.02	\$48,061	\$3,956	14.3	5.7	31	8.1
33.03	\$31,739	\$7,389	19.5	7.3	21.3	7.4
33.04	\$33,901	\$16,240	26.7	11.3	11.8	4.2
34	\$45,721	\$7,493	9.2	4.3	82.5	6.5
35.01	\$28,136	\$5,958	35.8	9.6	83.6	4.9
35.02	\$34,415	\$3,840	25.3	8	67.6	8
35.03	\$27,424	\$3,022	42.8	9.2	73.2	6.7
35.04	\$52,076	\$4,945	14.2	6.8	76.5	8.4
36	\$45,101	\$7,565	9.5	6.1	83.7	6.1
37.02	\$21,388	\$3,014	54.3	8.8	85.3	5.1
37.04	\$33,450	\$9,229	31.6	10.2	71.1	11.4
37.05	\$38,441	\$4,647	17.9	6.5	69.6	6.3
37.06	\$22,130	\$5,983	39.4	9.1	70.5	7
37.07	\$23,352	\$17,425	34.3	11.9	20.7	6.8
38.01	\$22,917	\$6,750	33.3	10.2	21.5	5.4
38.02	\$24,853	\$3,641	37.1	9.9	21.9	6.4
39.01	\$32,344	\$3,940	37.8	11.9	15.8	5.2
39.02	\$29,522	\$6,128	25.5	9.1	13	4.2
39.03	\$48,835	\$4,501	9.1	5.3	13.3	5.2
40.08	\$44,710	\$4,858	13.7	6.3	14.2	4
40.1	\$38,227	\$2,783	21	8.4	18.7	6.8
40.11	\$42,300	\$3,427	12.4	5.6	10.3	5.9
40.22	\$59,526	\$4,138	7.3	4.3	13.2	5.4
40.25	\$84,236	\$12,741	2.3	2	14.6	5.8
40.26	\$72,167	\$6,151	5.6	2.8	19.2	6.6
40.29	\$47,798	\$6,200	15.4	8.2	25.6	6.4
40.3	\$112,847	\$18,499	1.1	1.2	18.1	5.4
40.31	\$54,563	\$8,127	8.9	5.8	14.9	5.8
40.32	\$47,007	\$4,947	10.9	6.3	31.9	11.7
40.33	\$36,676	\$7,369	12	5.9	22.4	7.5

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
40.34	\$37,781	\$4,251	23	7	18	10.5
40.35	\$40,117	\$3,475	15.2	6.8	15.5	5
40.36	\$54,899	\$13,073	4.7	4.2	19.2	4.9
40.37	\$47,740	\$9,399	16.3	11.8	7.2	2.8
40.38	\$48,636	\$7,626	10.9	6.5	14.7	5.5
40.39	\$31,250	\$4,928	16.2	10.7	11.6	4.3
40.42	\$54,869	\$7,551	12.3	6.8	10.8	4.1
40.43	\$70,265	\$9,701	2.9	2.5	10.4	5.9
40.44	\$95,174	\$9,889	4.3	2.2	3.9	2.8
40.46	\$37,825	\$8,300	15.6	5.3	7.5	2.6
40.47	\$76,705	\$7,521	6.7	4.2	5.3	2.7
40.48	\$61,214	\$8,779	5.7	3	12.4	4.9
40.49	\$41,410	\$5,086	4.9	3.4	21.1	10.5
40.5	\$94,167	\$23,277	5.5	8.1	15	5.1
40.51	\$85,811	\$10,939	2.5	2	12.9	7.9
40.52	\$93,214	\$11,774	7.7	6.1	16.7	4.6
40.53	\$79,605	\$14,326	4.4	3.3	17.6	5
40.54	\$83,864	\$25,915	0.6	1	8.2	4.4
40.55	\$61,848	\$12,745	12.2	7.9	14	5.5
40.56	\$75,221	\$10,744	6	3.8	12.5	8
40.57	\$56,146	\$7,598	8.5	5	12.3	5.4
40.58	\$54,727	\$6,578	6.3	2.8	9.8	6.4
40.61	\$73,162	\$7,895	4.5	3	11.4	6.3
40.62	\$73,269	\$6,193	3.3	2.2	37.6	12.9
40.63	\$74,763	\$15,084	1.7	3.4	20.9	7.5
40.64	\$101,000	\$12,794	3.6	2.1	12.2	5.9
40.65	\$82,025	\$12,713	0.8	1	16.4	7.7
40.66	\$72,365	\$15,268	1.6	1.5	10.9	4.2
40.67	\$37,625	\$8,402	18.2	12.8	6.5	3.7
40.68	\$41,524	\$5,857	10.8	5.7	7.1	3.2
40.69	\$41,429	\$5,260	16.4	9.1	4.6	3.1
40.7	\$40,755	\$8,874	9.9	7.2	18.1	4.3
40.71	\$26,566	\$1,994	16.6	6.3	11.3	5.7
40.72	\$42,006	\$10,827	17	7.6	72.3	7.8
40.73	\$83,661	\$9,698	4.8	4.2	52.1	8.9
40.74	\$67,452	\$18,440	9	8.2	29.8	5
41.07	\$76,892	\$7,210	3	1.9	68.6	8.4
41.09	\$65,815	\$12,118	10.4	5.3	72	7.8
41.1	\$52,028	\$7,682	15.2	7.2	42.2	16
41.12	\$46,625	\$8,399	15.9	8.1	58.9	6.2
41.13	N/A	N/A	N/A	N/A	16.4	7

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
41.14	\$35,994	\$7,558	30.9	8.5	10.2	9.5
41.15	\$25,082	\$2,452	48.6	9.6	60.3	11.1
41.16	\$32,941	\$4,883	24.5	14.4	22.9	8
41.17	\$33,953	\$4,238	23.7	8.7	44.4	11
41.19	\$72,767	\$5,810	3.1	2.9	17.9	4.1
41.2	\$77,684	\$13,776	7.4	8	7.3	3.6
41.22	\$34,886	\$10,494	22.6	13.1	49.1	10.3
43.07	\$34,065	\$3,078	5.1	2.9	53	8.3
43.1	\$46,633	\$7,681	15.8	8.2	59.1	7.2
43.11	\$56,063	\$7,037	16.1	9.1	30.2	10.3
43.12	\$41,094	\$6,291	21.7	6.2	30.9	8.5
43.13	\$35,921	\$6,329	32.6	13.4	8.8	4
43.16	\$44,402	\$5,547	9.1	4.9	59.4	7.6
43.17	\$34,559	\$5,246	7.9	3.2	44.8	8.3
43.2	\$30,285	\$4,112	46.4	11.5	51.8	8.3
43.21	\$48,094	\$7,679	16.2	8.6	46.8	21.9
43.22	\$48,797	\$9,043	17.8	9.2	4.7	2.9
43.23	\$64,688	\$29,398	3.4	3.2	8.9	4.4
43.24	\$47,559	\$6,165	2.9	3	27.1	8.7
43.25	\$73,497	\$3,193	1.3	2.1	13.4	6
43.26	\$61,679	\$9,164	4.6	4.7	4.7	2.3
43.27	\$56,850	\$16,312	11.6	11.4	18.7	4.5
43.28	\$39,578	\$5,965	6.9	3.5	4.2	3.1
43.29	\$85,197	\$9,390	4.8	3.4	12.6	7.2
43.3	\$46,140	\$10,400	3.1	2.6	7.4	5.9
43.31	\$36,964	\$11,805	10.5	5.1	43.5	10.3
43.32	\$51,731	\$9,707	4.5	5	43.5	5.7
43.33	\$63,283	\$7,415	11.5	6.5	12.9	6.1
43.34	\$50,313	\$5,631	11.9	5.6	53.4	8.4
44.04	\$41,128	\$3,341	8	4.4	32.8	4.8
44.07	\$40,549	\$5,110	22.4	7.8	15.1	5
44.11	\$29,612	\$7,455	32.4	5.4	32.2	7.9
44.12	\$59,219	\$13,049	17.9	4.6	50.8	8.9
44.13	\$71,000	\$9,706	15.1	8.6	40.3	11.4
44.14	\$53,586	\$8,676	10.7	5.6	15.5	5.3
44.15	\$47,019	\$11,286	33.5	10.3	23.5	7.5
44.18	\$84,091	\$17,912	6.6	4.7	29.6	7.3
44.19	\$46,632	\$8,261	16.2	6.3	31.4	7.6
44.21	\$45,810	\$7,719	13.4	6.4	4.8	3.1
44.22	\$61,208	\$6,943	9.7	3.7	27.5	7.5
44.23	\$48,185	\$9,274	9.4	6.2	10.4	4.2

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
44.24	\$47,708	\$8,769	6.4	5.5	12.4	7
44.25	\$51,033	\$4,997	13.1	5.5	13.7	2.9
44.26	\$72,876	\$9,386	7.4	8	15.3	4.5
44.27	\$68,488	\$4,071	3.6	2.5	19.6	4.6
44.28	\$121,786	\$21,727	5.8	4.3	34.7	8.1
44.29	\$75,884	\$12,029	0.9	0.8	24.1	10.7
44.3	\$48,542	\$14,775	26.2	12	39.2	7.6
44.31	\$54,877	\$14,444	16.7	11.9	34.7	8.3
45.04	\$25,900	\$4,242	38.2	8.4	26.6	6.8
45.05	\$24,148	\$3,358	19.4	7.9	25.1	5.3
45.06	\$32,639	\$4,435	28.5	7.9	27.8	9.4
45.08	\$35,245	\$9,574	19.6	8.9	35.7	10.3
45.1	\$19,014	\$3,535	54.6	7.9	20.6	7.7
45.11	\$30,925	\$5,785	20.3	6	29.3	10.7
45.12	\$33,661	\$5,811	19.6	10.9	18.5	5.9
45.13	\$26,352	\$3,798	24	10.5	9.5	5.6
46.1	\$59,063	\$8,180	10.5	6.3	7.3	3
46.13	\$50,026	\$7,966	10.1	6.5	13.9	4.8
46.14	\$67,594	\$5,313	7.1	2.9	18.2	5.8
46.15	\$79,087	\$14,892	8.5	5	12.1	4.9
46.16	\$50,294	\$13,200	9.2	4	24.9	8.1
46.17	\$43,635	\$4,810	9.5	4.3	7	3.6
46.18	\$50,664	\$7,911	9.5	4.1	12.8	5
46.19	\$69,012	\$5,925	5.8	2.7	7.9	4.5
46.2	\$42,396	\$8,233	16.9	8.6	7.3	3.7
46.21	\$54,423	\$9,388	3.1	2.1	9.2	3.4
46.22	\$60,187	\$11,857	8	4.4	18	5.7
46.23	\$66,205	\$9,781	10.7	5.7	20.2	8.5
46.24	\$65,000	\$10,939	15.8	11.5	19.6	7.1
46.25	\$44,973	\$13,044	10	8.7	22.8	8.4
46.26	\$37,708	\$6,343	22	7.9	7.1	3.9
46.27	\$52,210	\$8,569	5.4	3	14.9	7.9
46.28	\$63,262	\$11,569	1.7	2.2	11.5	4.9
46.3	\$47,644	\$11,366	4.4	4.4	5.6	2.7
46.31	\$72,042	\$13,773	1.6	1.1	9.2	4.2
46.32	\$67,165	\$7,596	11	5.7	8.4	4.8
46.33	\$79,073	\$4,513	2.8	2.3	10.4	5.6
46.34	\$110,804	\$52,559	3	2.9	10.7	3.3
46.35	\$82,988	\$5,660	3.7	3.8	16.1	4.4
46.36	\$92,485	\$8,413	6.3	2.7	12.1	5.6
46.38	\$80,274	\$7,123	4.5	4.6	14.8	6.5

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014						
	Median					
Tract	Household	Margin of	Percent Below	Margin of	Percent	Margin of
Number	Income	Error	Poverty Line	Error	Non-English	Error
46.39	\$87,386	\$7,726	2.2	2.2	15.9	6
46.4	\$85,670	\$11,305	2	1.7	13.8	10.8
46.41	\$97,955	\$30,530	9	9.1	8.4	4.1
46.42	\$64,667	\$29,235	4.1	3.5	5.7	4.7
46.43	\$54,340	\$5,314	4.1	3.2	20	7.2
46.44	\$65,662	\$16,591	2.9	3.4	11.8	5.2
46.45	\$69,460	\$11,530	3.9	2.4	19.6	8.3
46.46	\$58,297	\$8,892	10.8	6	25.3	8.2
46.47	\$66,380	\$3,920	7.5	4.6	10.3	3.9
47.1	\$36,481	\$2,788	14.1	4.9	19.9	5.5
47.11	\$79,732	\$7,939	9	4.3	17.9	5.7
47.12	\$81,935	\$5,465	7.5	4.5	15.7	4.5
47.13	\$77,664	\$9,673	7.8	4.8	16	5.1
47.14	\$78,364	\$9,353	6.2	2.9	8.9	3.1
47.15	\$48,709	\$4,543	11.7	5.1	10	5.3
47.16	\$53,359	\$7,666	5.5	2.8	16.6	8.1
47.17	\$97,375	\$19,594	5.1	4.4	15.4	4.1
47.18	\$61,830	\$19,570	3.6	3.3	10	4.9
47.19	\$98,309	\$19,696	3.1	2.2	17.1	5.1
47.2	\$88,170	\$9,121	6.8	4.1	11	5.8
47.21	\$59,471	\$8,160	4.6	2	17.2	5.8
47.22	\$86,513	\$16,411	4.8	2.1	9.9	4.3
47.23	\$65,172	\$11,877	7.3	4.4	23.6	8.5
47.24	\$126,510	\$18,646	2.2	1.6	19.3	6.1
47.25	\$34,781	\$7,852	11.3	6.1	47.9	7
47.26	\$104,926	\$8,757	3.2	2.2	11.7	4
4105	\$57,390	\$11,720	9.7	8.6	14.8	3.1
4105	\$63,167	\$10,695	9.3	6	14	4.6
4105	\$56,096	\$8,101	2.3	1.7	36.8	7.6
4704	\$26,048	\$8,091	29.3	7.9	41.3	10.9
4705	\$82,708	\$16,958	5.4	5.2	52.2	10.8
9406	\$23,864	\$12,797	41.8	22.5	53	12.1
9407	\$15,714	\$14,215	60.6	17.4	75.6	10.2
9408	\$28,417	\$6,940	43.5	11.5	38.5	8
9409	\$27,121	\$5,782	41.5	15.7	52.8	10.7
9410	\$33,846	\$5,809	40.1	6.9	55	3.9

\*Source: 2007-2011 American Community Survey 5-Year Estimates - DP03: SELECTED ECONOMIC



# **APPENDIX D - MAPS**

**MEDIAN HOUSEHOLD INCOME**

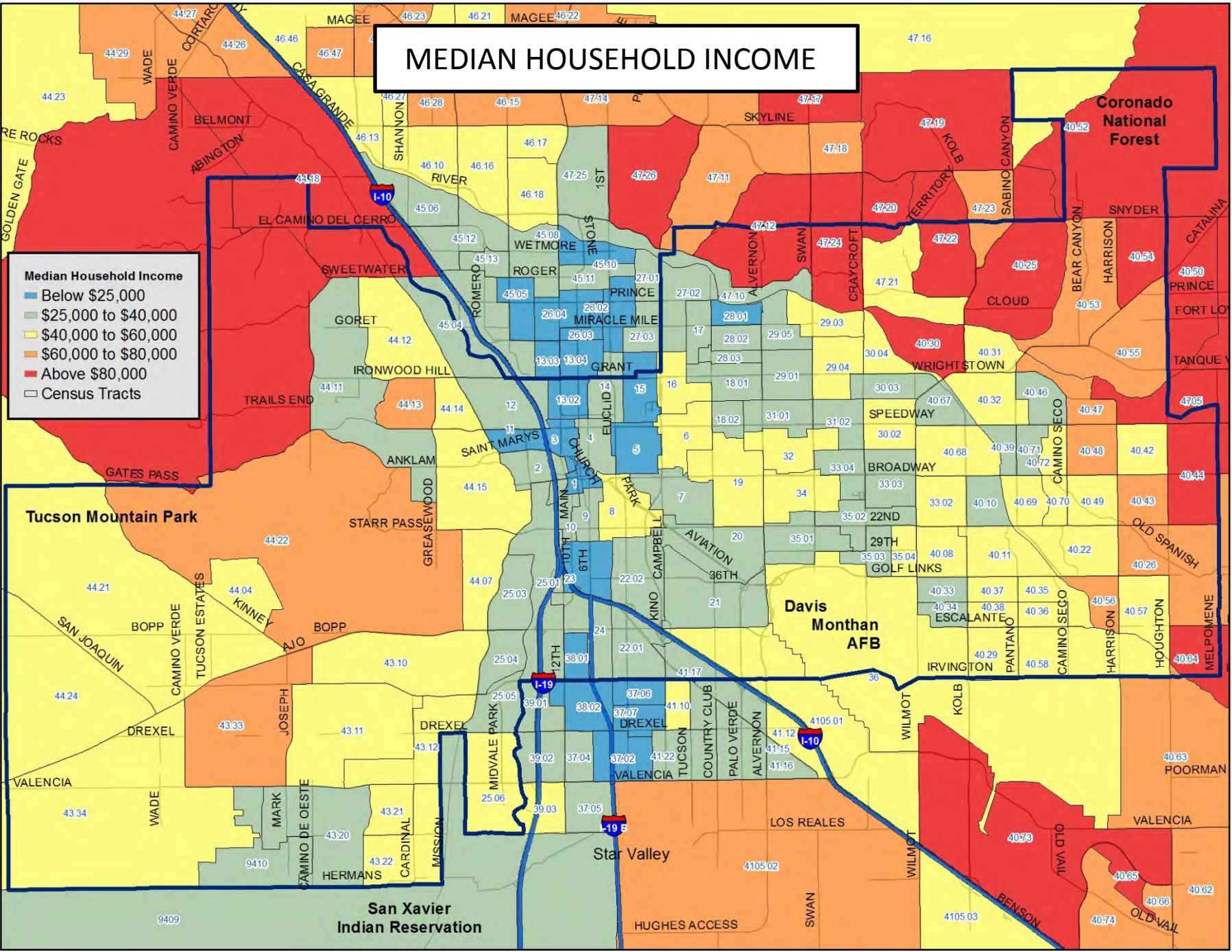
**PERCENT POPULATION BELOW  
POVERTY LINE**

**LANGUAGE OTHER THAN ENGLISH  
SPOKEN AT HOME**

**ETHNIC SHARE MAPS**

# MEDIAN HOUSEHOLD INCOME

- Median Household Income**
- Below \$25,000
  - \$25,000 to \$40,000
  - \$40,000 to \$60,000
  - \$60,000 to \$80,000
  - Above \$80,000
  - Census Tracts

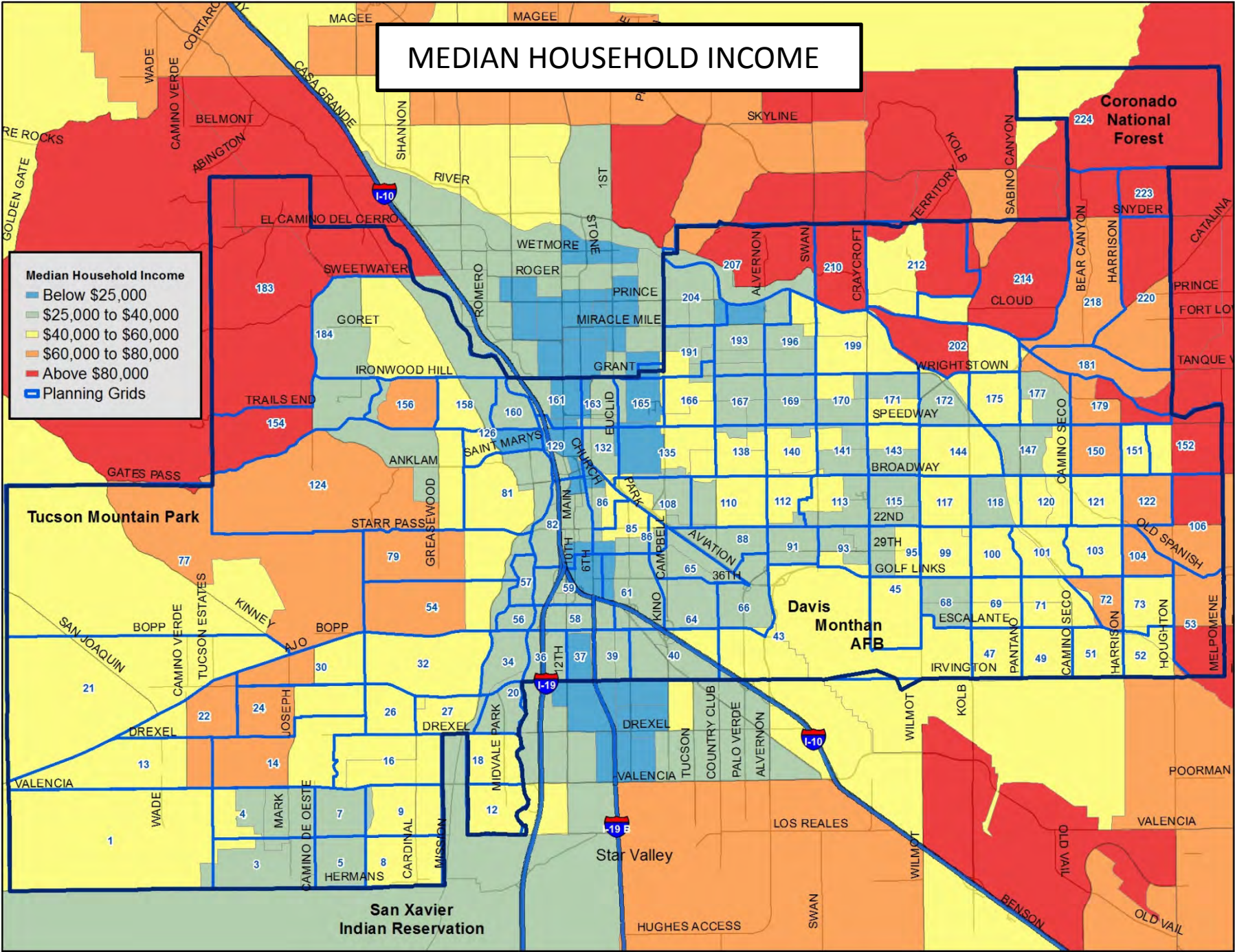




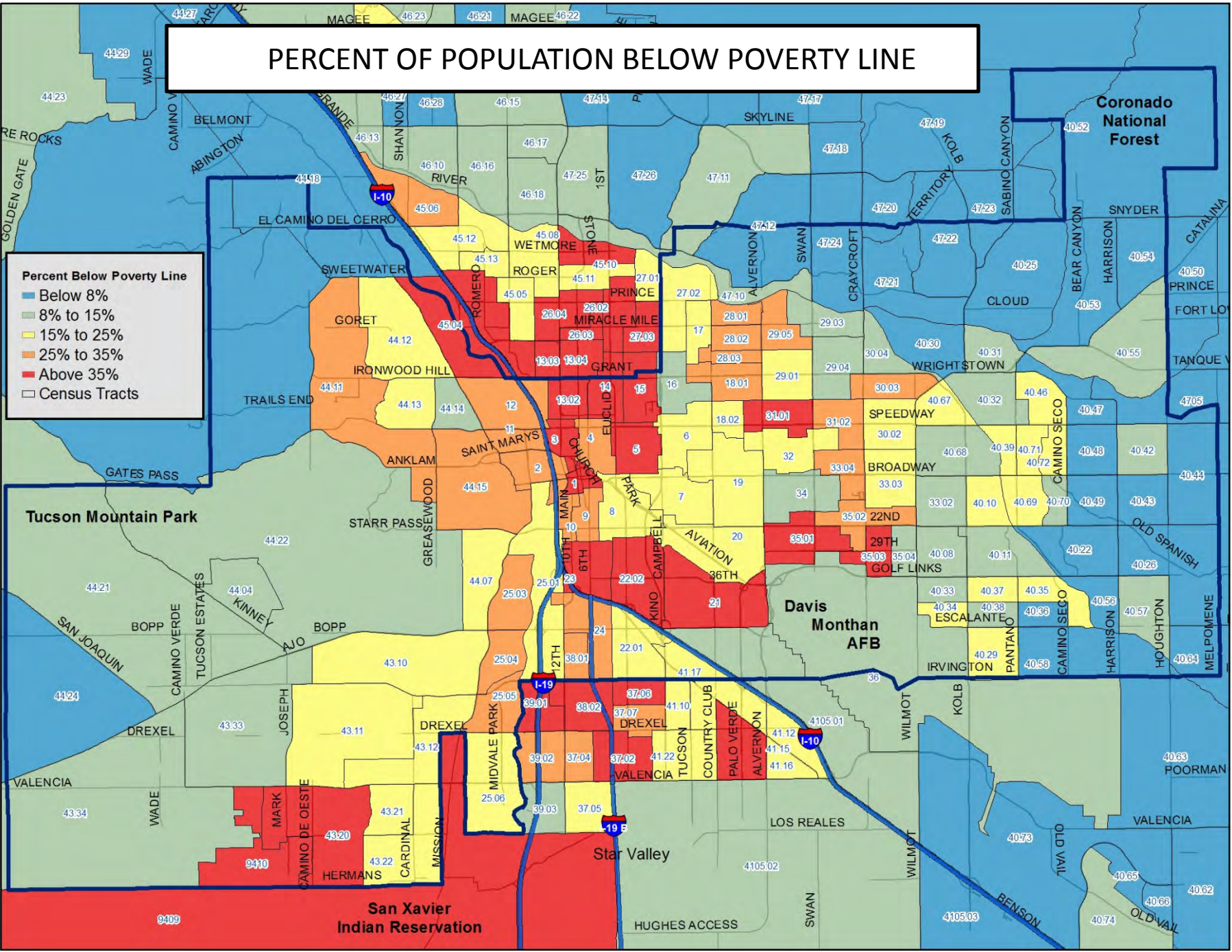
# MEDIAN HOUSEHOLD INCOME

**Median Household Income**

- Below \$25,000
- \$25,000 to \$40,000
- \$40,000 to \$60,000
- \$60,000 to \$80,000
- Above \$80,000
- Planning Grids





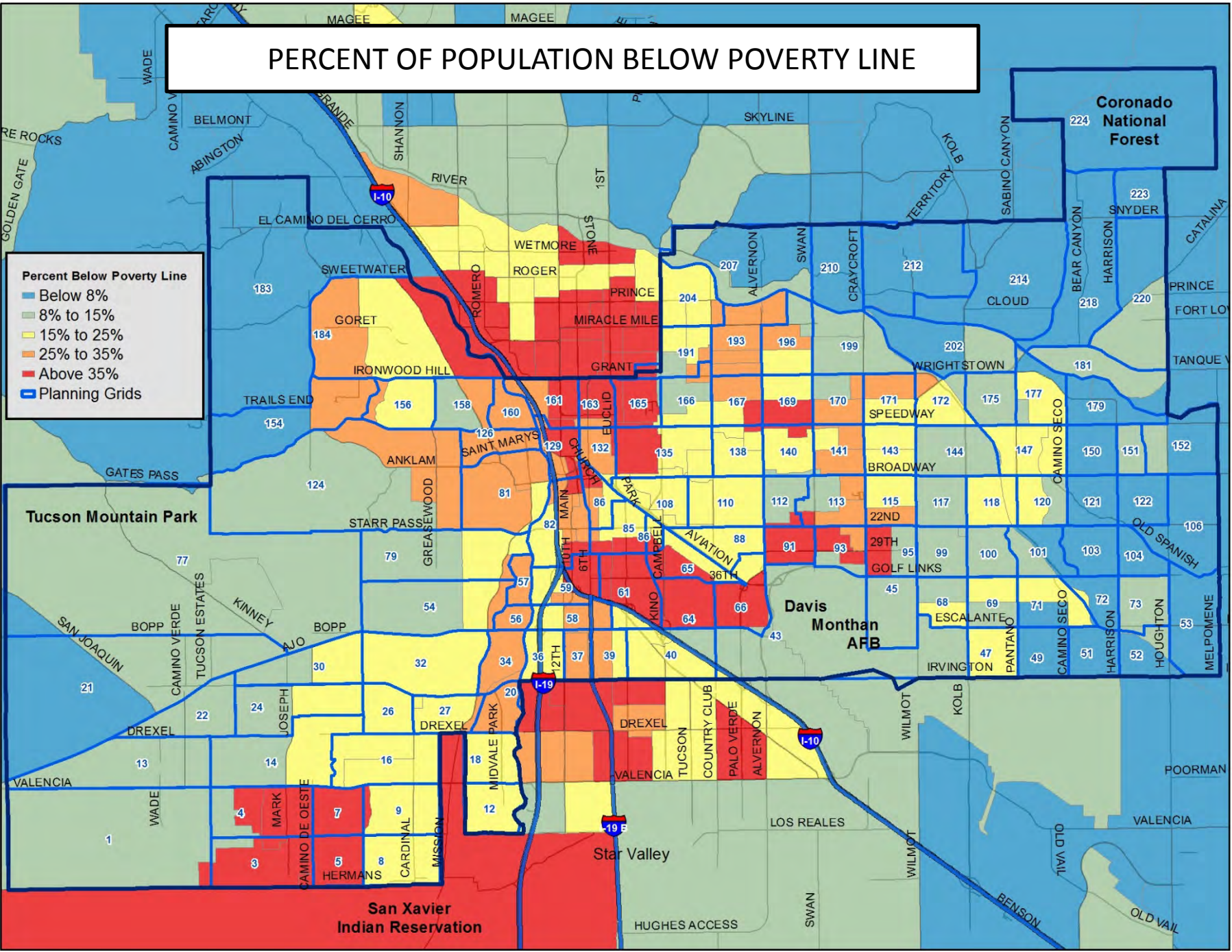




# PERCENT OF POPULATION BELOW POVERTY LINE

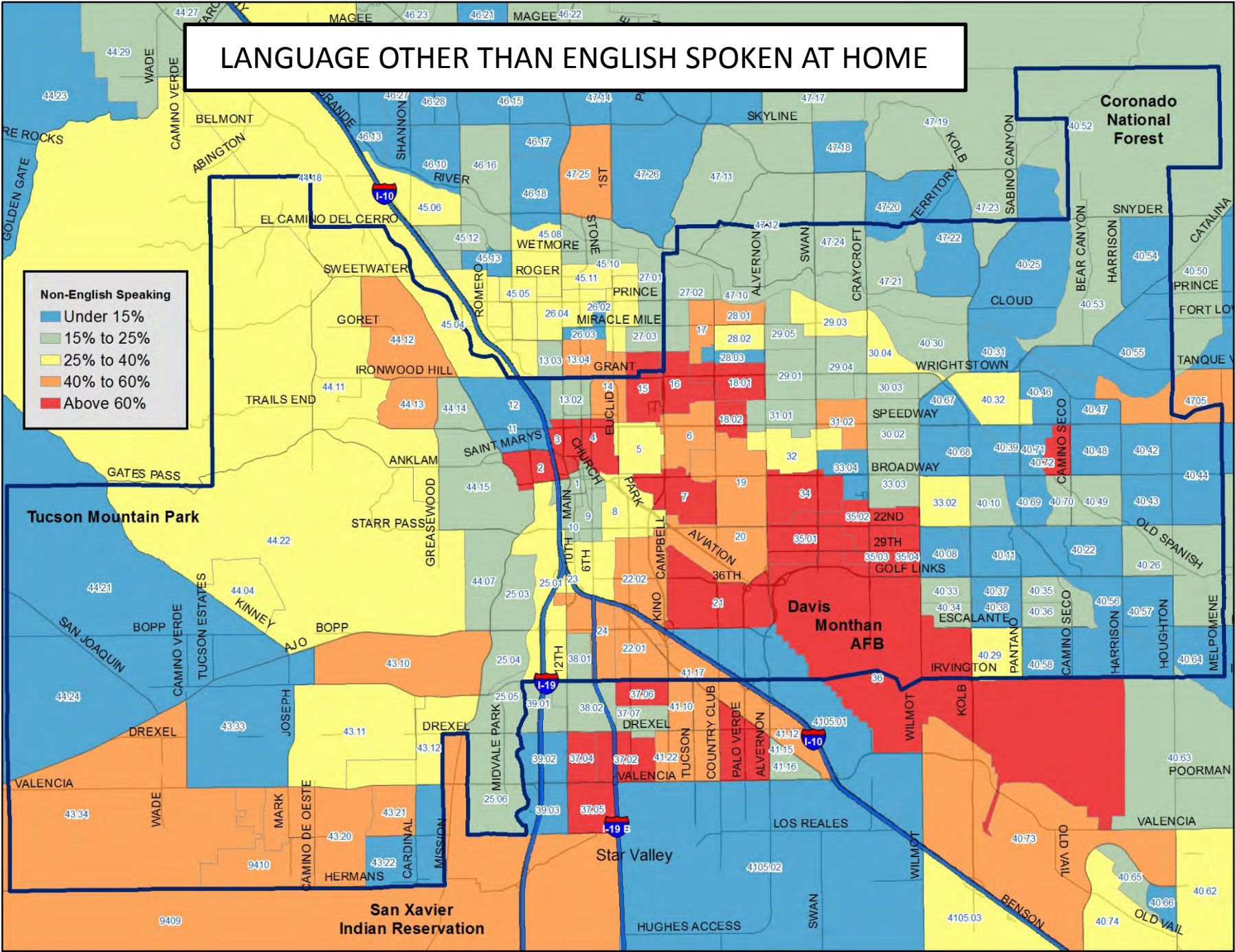
**Percent Below Poverty Line**

- Below 8%
- 8% to 15%
- 15% to 25%
- 25% to 35%
- Above 35%
- Planning Grids



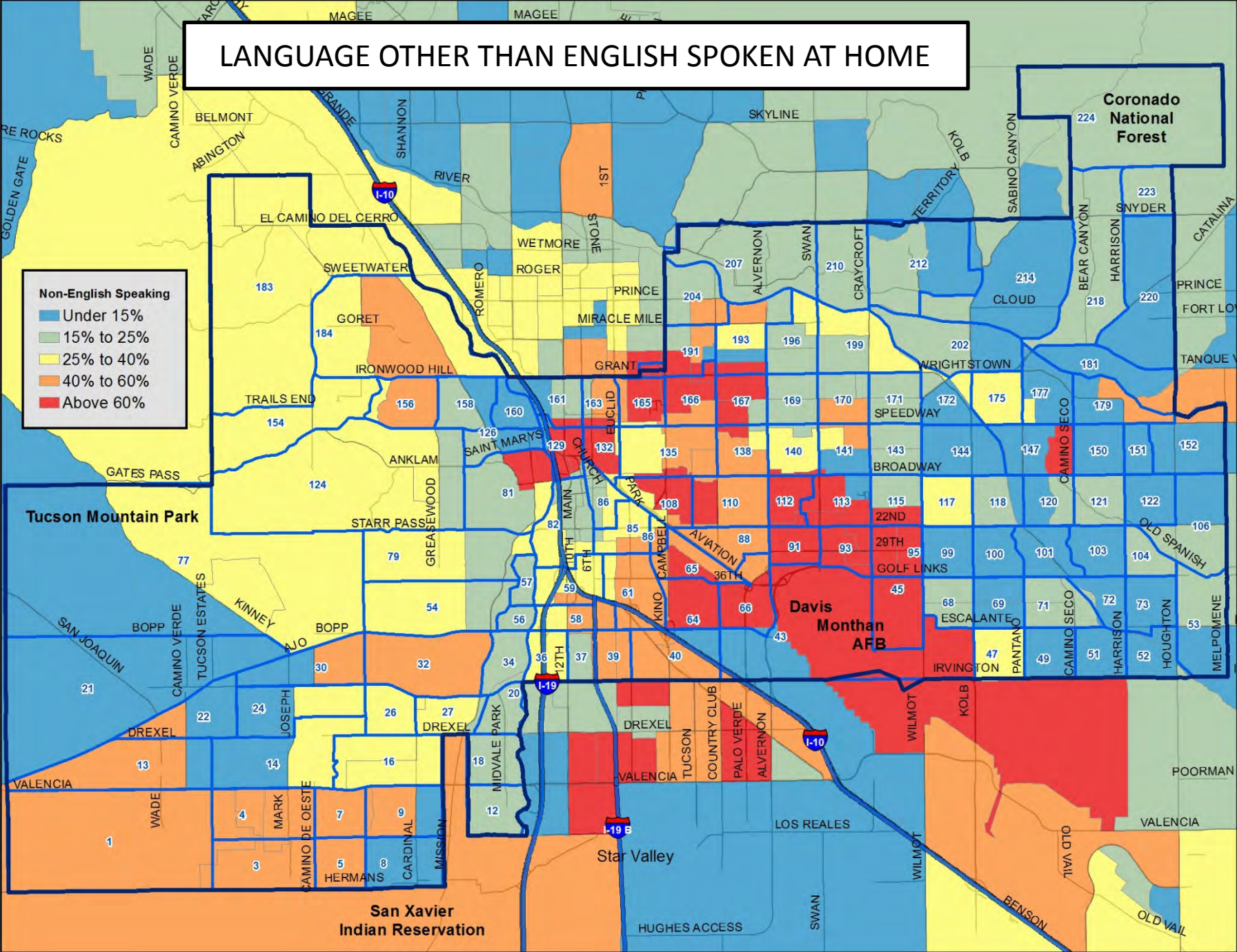


# LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME

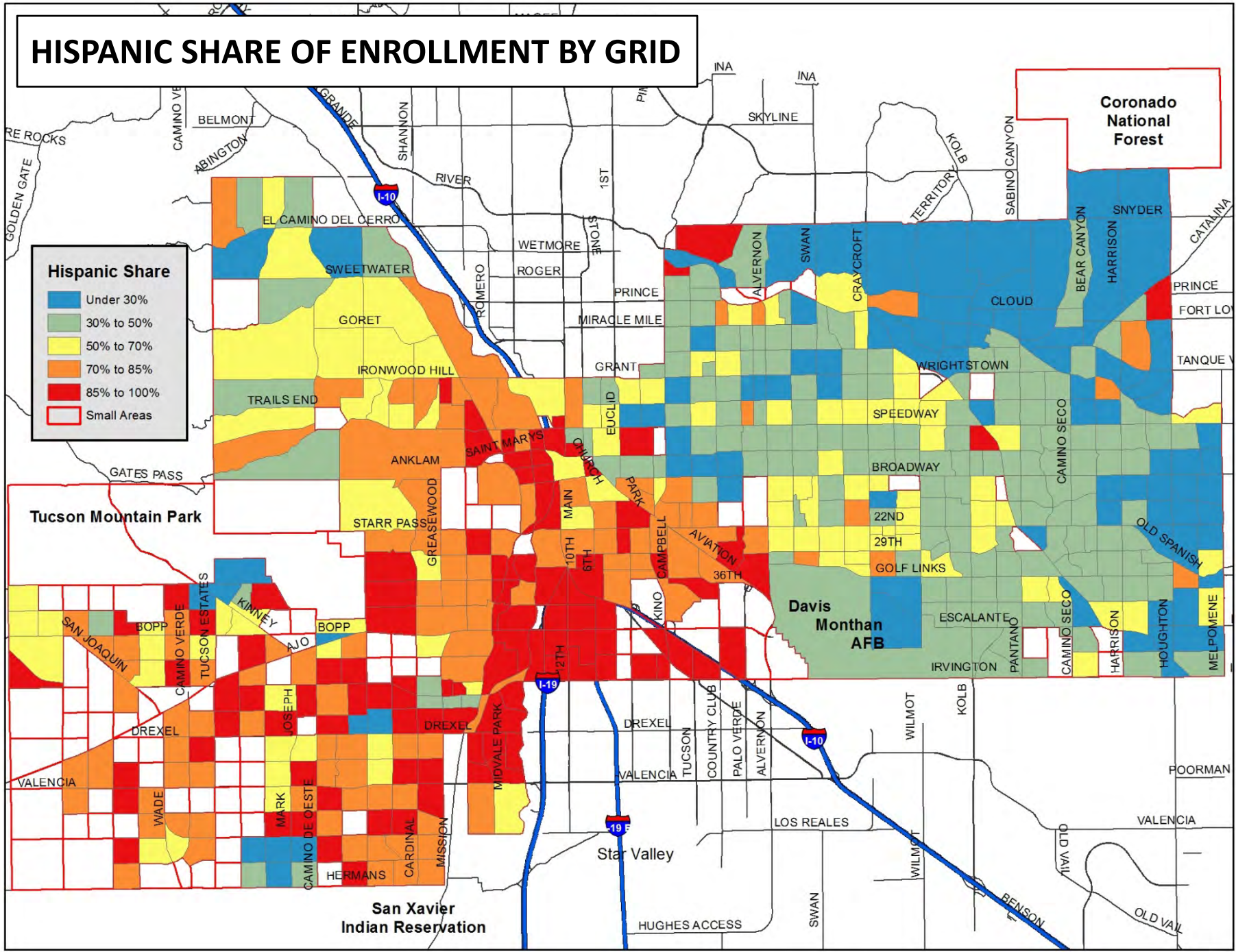




# LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME

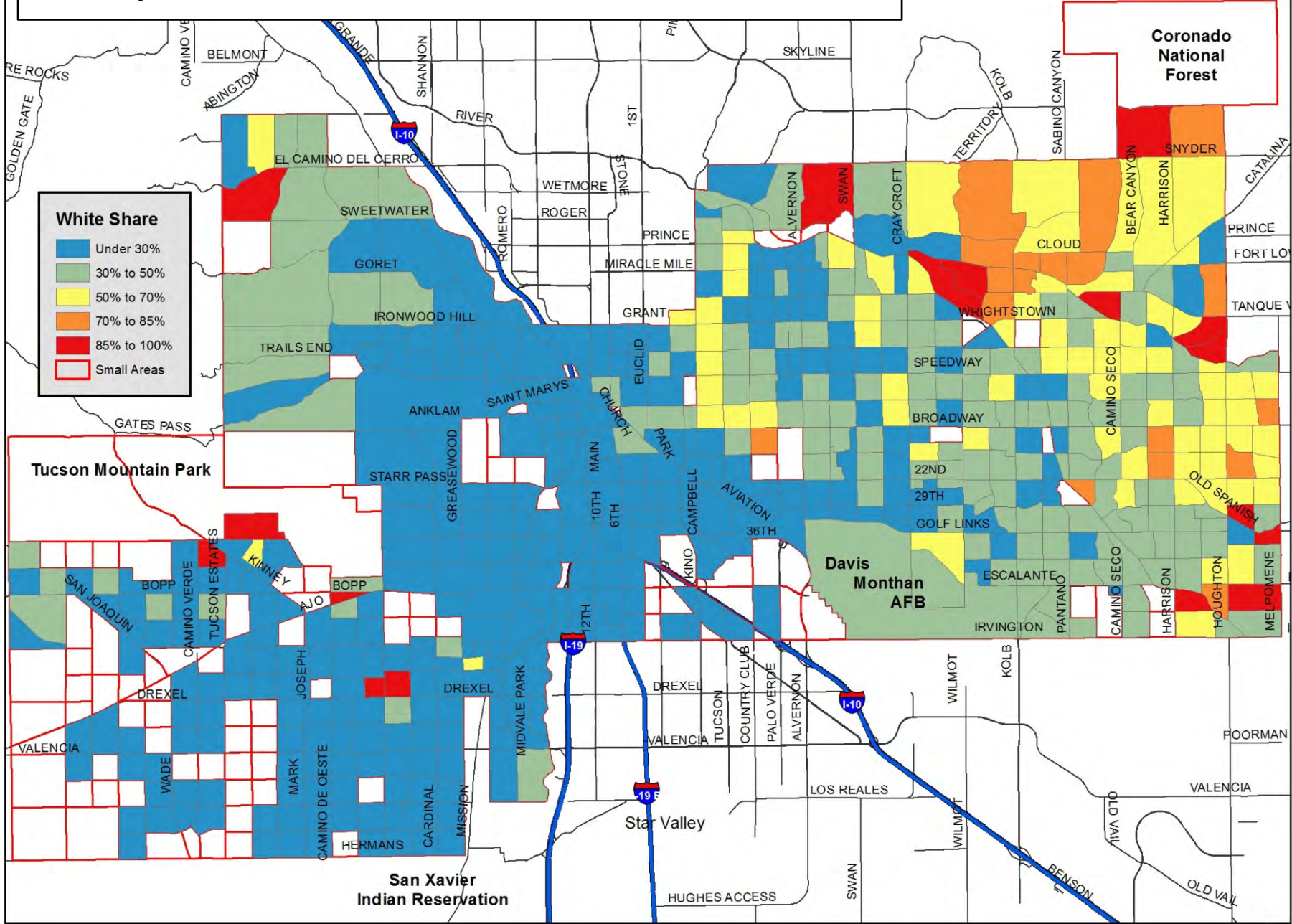






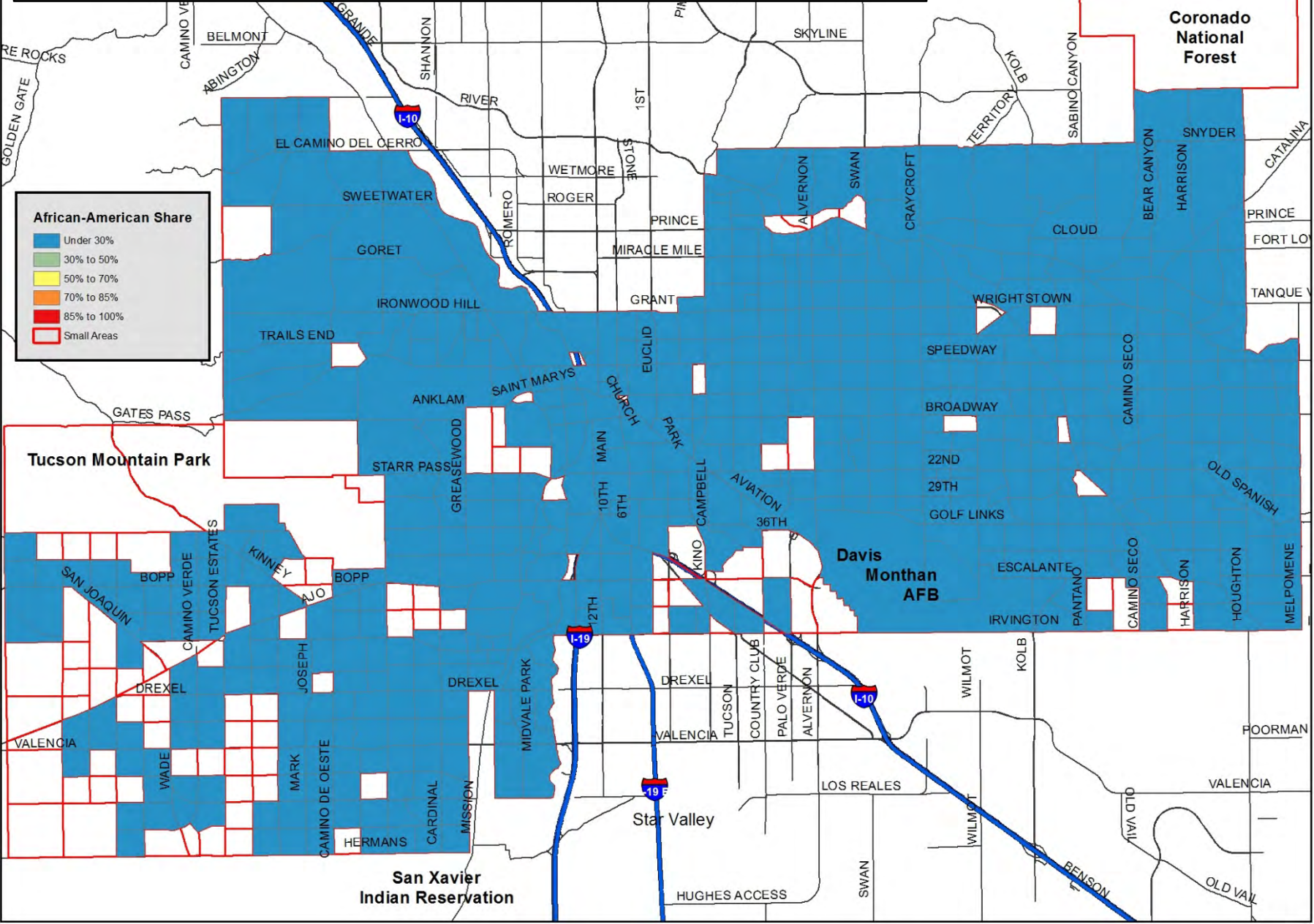


# WHITE/CAUCASIAN SHARE OF ENROLLMENT BY GRID



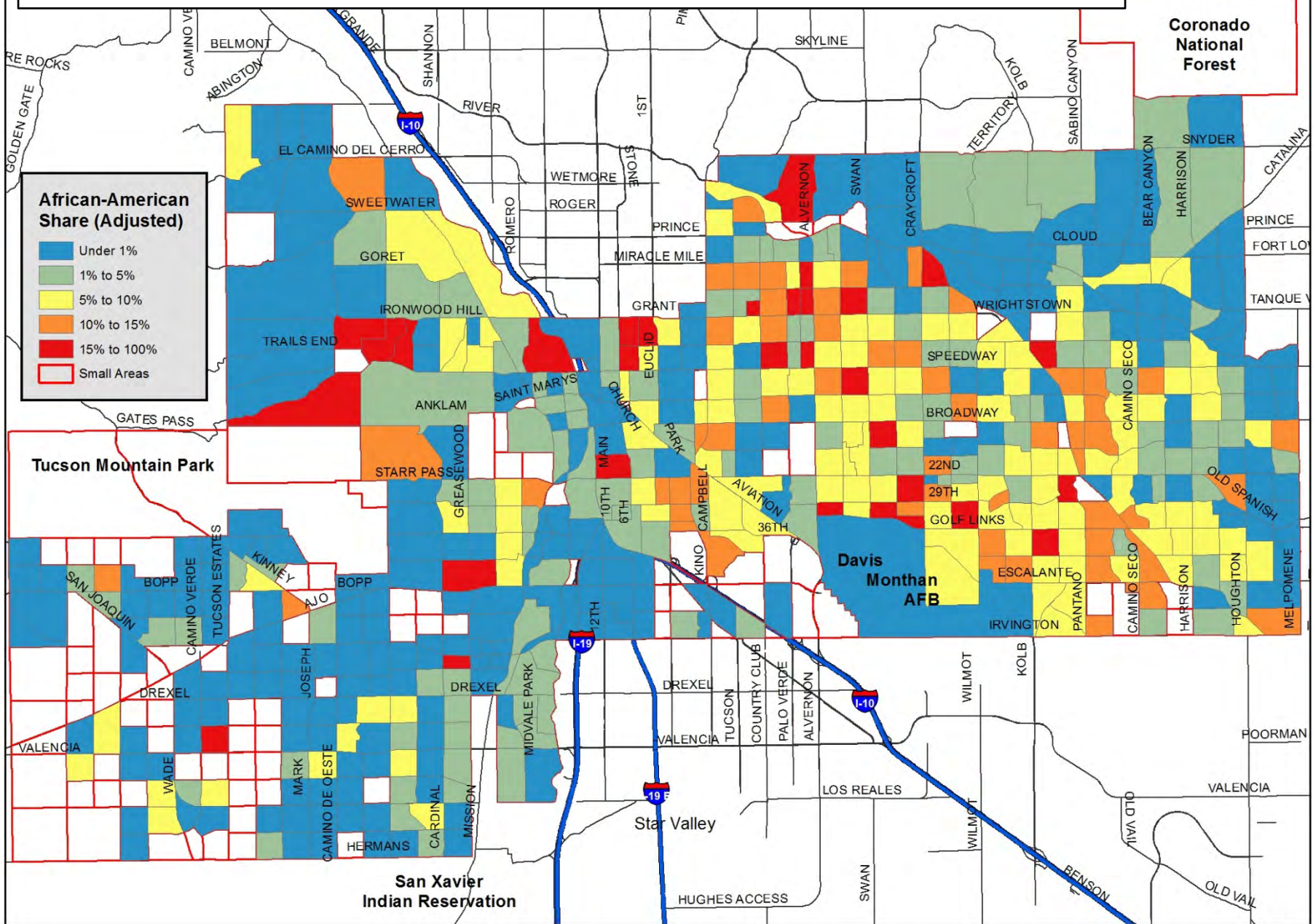


# AFRICAN-AMERICAN SHARE OF ENROLLMENT BY GRID



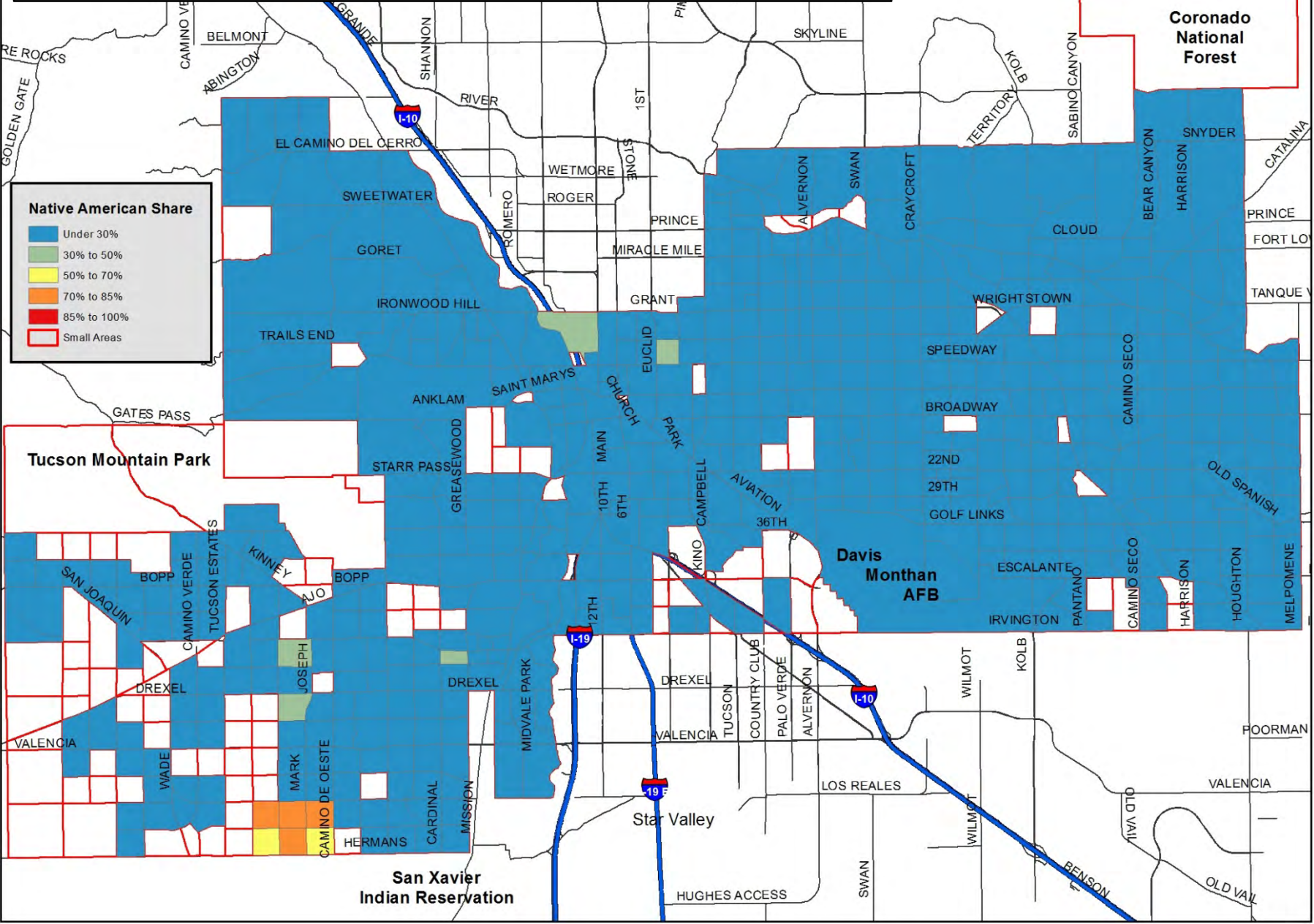


# AFRICAN-AMERICAN SHARE OF ENROLLMENT BY GRID (ADJUSTED)



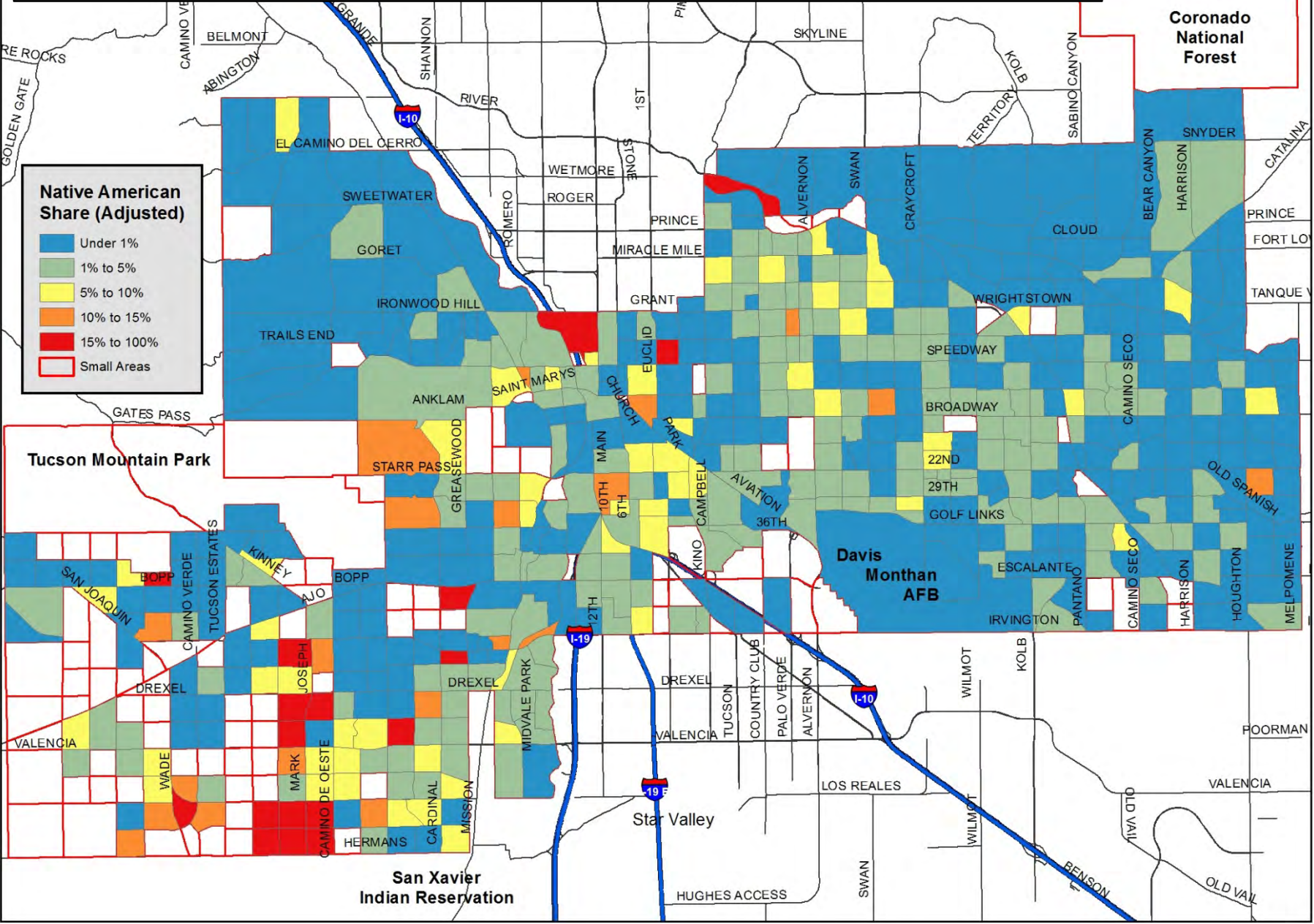


# NATIVE AMERICAN SHARE OF ENROLLMENT BY GRID



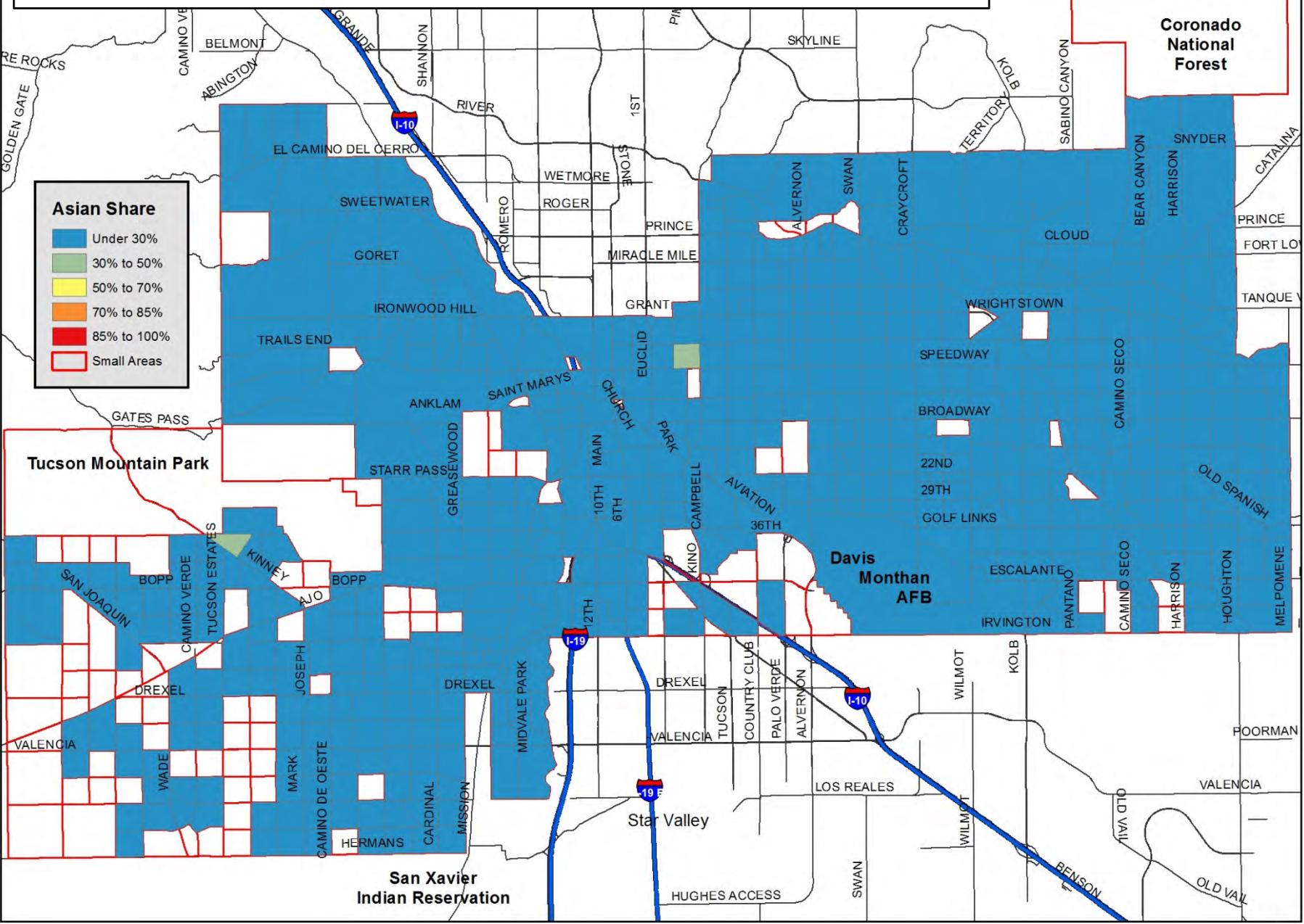


# NATIVE AMERICAN SHARE OF ENROLLMENT BY GRID (ADJUSTED)



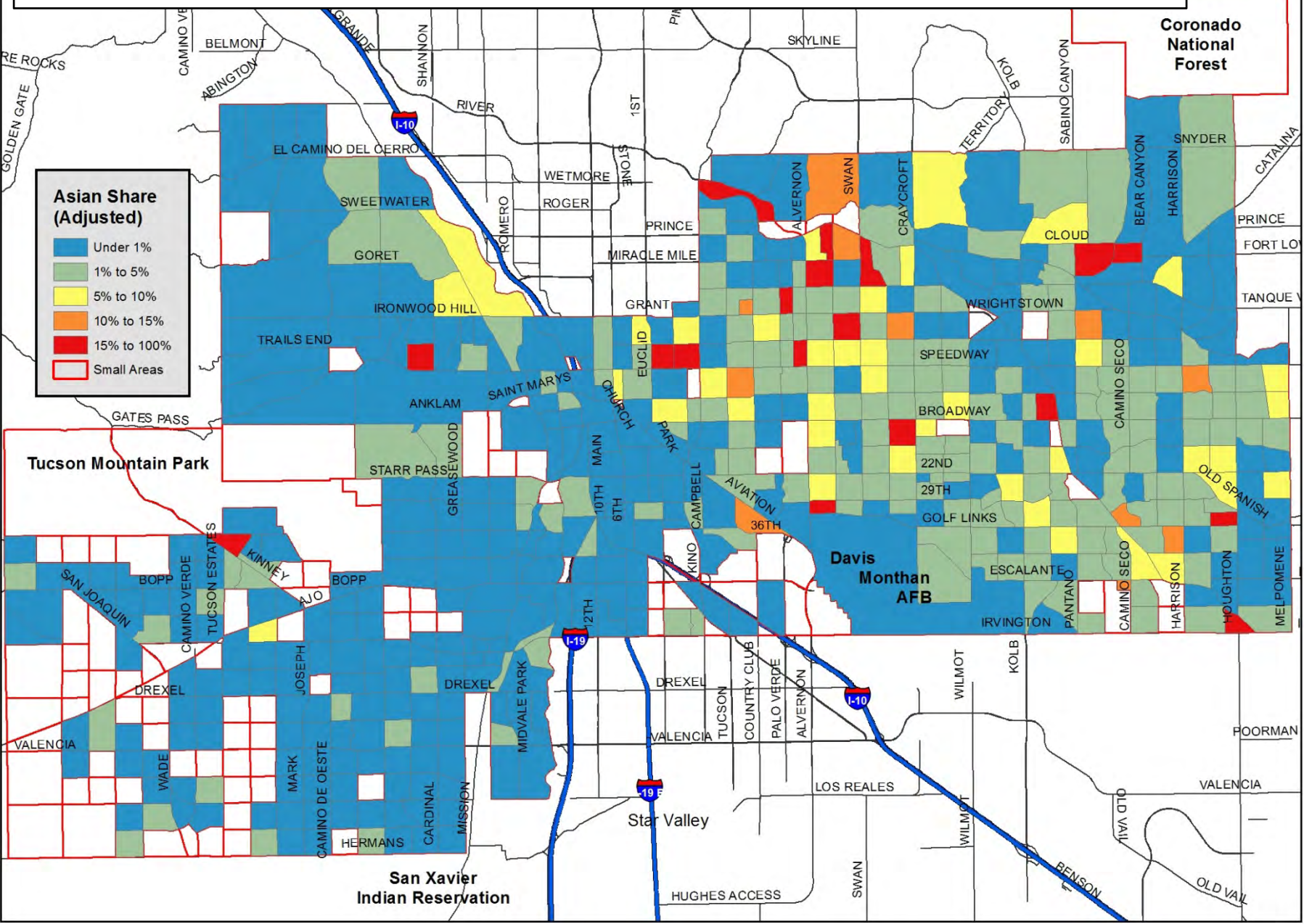


# ASIAN/PACIFIC ISLANDER SHARE OF ENROLLMENT BY GRID





# ASIAN/PACIFIC ISLANDER SHARE OF ENROLLMENT BY GRID (ADJUSTED)



# **EXHIBIT 20B**



# Agenda



**DLR Group**

Architecture Engineering Planning Interiors

6225 North 24th Street  
Suite 250  
Phoenix, AZ 85016

o: 602/381-8580  
f: 602/956-8358

Date/Time	April 16, 2014 (10:30am -1:30pm)
Location	Video Conference
Project	TUSD Boundary Review Plan
Subject	Boundary Review Plan - SM&P

## Topics

1. Introductions of Attendees
2. Boundary Committee Update
  - a. Current Set of Options
  - b. Schedule/ Next Steps
    - 4/16 (6:30-8:30pm) BC Meeting – Duffy Multi-Purpose Room
      - Prepare for Public Meetings
    - 4/22 (6:30-8:30pm) Community Regional Meeting – Rincon HS
    - 4/23 (6:30-8:30pm) Community Regional Meeting – Palo Verde HS
    - 4/24 (6:30-8:30pm) Community Regional Meeting – Pueblo HS
    - 4/30 (6:30-8:30pm) BC Meeting – Duffy Multi-Purpose Room
      - Draft Options Meeting – Prepare recommended options based on the results of the feedback.
    - May Meeting Date – SM&P

|

# **EXHIBIT 21**



Parent Directory

Thumbnails

FTP Voyager JV

Enable Web Client Pro

Logout

Name	Size	Time
2014-04-16_Mtg Notes_BC Mtg 3A_updated 4-2...	71.94 KB	4/29/2014, 2:26:18 PM
Agenda_2014-04-16_BC Revise Options Mtg.pdf	22.63 KB	4/21/2014, 6:59:15 AM
BC Meeting Sign In_2014-04-16.pdf	17.08 KB	4/17/2014, 11:37:41 AM

# **EXHIBIT 21A**

## Boundary Committee Notes

Date: April 16, 2014 (6:30pm-8:30pm)

Purpose: BC Meeting #3A

Location: Duffy Family and Community Center, Multi-Purpose Room

Last Updated: 4/22

### BC Requested Items:

1. Charter locations and populations
2. Magnet info – effectiveness and financial support.
3. Key to data tables.

### Questions/ Comments from Meeting:

(Key: Q = question, A = answer, C = comment, R = response)

1. Q. With the extended schedule, what are you going to do about the miss 2 meetings rule? A. *We'll discuss that with the BC once we put together the schedule. We won't be meeting every week.*
2. Q. Will you be scheduling public meetings prior to the end of the school year? A. *That was the original intent. Given the extended deadline, they will probably be in June, so we will have to market them before school ends so there is notice well in advance. We need more time to develop new options to take to the public.*
3. C. It's difficult to recruit parents without child care or transportation provided. Also, translations are huge. R. *Everything is provided in Spanish and TUSD was prepared to provide translators, but while Bi-lingual applications were sent out, no Spanish applications were submitted.*
4. C. Would like more parent and west-side involvement.
5. Q. Can we tap into parent groups or Title 1 that already have child care and transportation provided? R. *We have included them in the recruitment process. Those involved in the BC should be liaisons for these groups.*
6. C. African Americans aren't necessarily included in these groups. There's concern that the process is still in flux and with bringing information to the public that may change. A. *We need to go to the community before recommendations for their input, but we will also need to inform the public once a plan has been approved by the governing board and SM&P.*
7. C. The community sees when you ask for input and their input doesn't make a difference in the decisions made. R. *That is a charge to the BC to know how the community has responded to the options and include them in the development of the recommendations.*
8. Q. With the schedule change, is the boundary review plan still to take effect in the 2015/16 school year? A. *Yes. The new timeframe still accommodates that.*
9. Q. When we do public meetings, can we have one on the south side of town? A. *Yes, we are scheduling one at Pueblo HS.*
10. Q. Can we have Principals of the schools affected at the public meetings? A. *Yes, we will invite and encourage them to attend.*
11. Q. Are you looking for options from the BC or asking us to advocate for the options presented? A. *We're asking the BC to generate options.*

12. Q. While generating options, will TUSD be helping with the information? *A. Yes, but please take time to look over the materials and bring ideas to the table.*
13. Q. Is the ftp site available in Spanish if new members join? *A. Not yet.*
14. Q. The paper indicated that Roberts-Naylor's enrollment is declining, so why has it been included in scenarios? *A. TUSD will have to get back with an answer.*
15. C. The article blames magnet schools for segregation. I'd like to know what data was used to make this a caustic statement rather than a descriptive one.
16. Q. When looking at programs and magnets are we only looking at new ones? *A. Wherever there is potential to pull students, we should advocate for that. Program changes are used to draw students and existing magnets are not off the table.*
17. C. In the past, there has been contradictory info and it's hard to build trust and support to make good decisions for the kids. *R. We'll need to make sure to communicate and provide clarification.*
18. Q. Where are the charter locations and what are the populations of them? *A. We'll work on compiling that information for your use.*
19. C. There has been a change in District admin recently and things are changing. It's important to realize that TUSD is trying to be transparent, but there are things that may have been said previously and have changed with the new admin.
20. Q. There seems to be a contradiction with the Special Master saying to eliminate magnets and now we're discussing to building up and add magnets. *A. Yes, the Special Master has provided direction based on the court order, but we need to act in the best interest of the students and TUSD. The plaintiff representatives are involved with the BC to help fully vet out the scenarios before going to the community and Special Master and keep everyone informed.*
21. C. The Special Master will be in town next week or so. If he has time or if it can be coordinated, maybe he can meet with the Boundary Committee and share his thoughts.
22. Q. Can you please clarify eliminating magnets vs. building new magnets? *A. The BC is permitted to make program recommendations for the purpose of integration.*
23. Q. Did magnets work in the past? *A. TUSD will gather information on the effectiveness of magnets.*
24. Q. What level of financial support was given to the Magnets and why did they fail? *A. TUSD will gather this info.*
25. C. There's this idea that magnets don't work, but it's not just a matter of assigning a program and applying money to it, there needs to be staff development to support it.
26. C. Pipelines need to also be maintained. If a pipeline disappears, the program suffers by not being extended into the next grade level.
27. Q. Can you define pipeline? *A. An example would be Utterback fine arts students have ability to take first available seats at Tucson High fine arts.*

**Questions/ Comments from comment cards or email:**

All follow up comments are pending. Comments will be reviewed and updates will be made available on the ftp site and with email notification.

1. C. "Please include feeder patterns."
2. C. "Detailed code book for data tables, please."
3. Q. "What's McKinney Vento?"
4. Q. "Please provide information about the impact of the district's sponsored charters to the USP and magnet programs. What was the impetus from the creation of these schools? Why? – Wakefield, TUSD just closed that school, the same as Richey."
5. Q. "Please provide information about the results of the IB program at Cholla. How many students have or are part of the program, year by year to the present? How many students have obtained a full diploma with the IB seal? How many teachers, year by year to the present are IB teachers and classes within the program? The cost of the IB program, year by year to the present?"
6. Q. "Why has Roberts/ Naylor been included in the scenario since it is expected to lose 22% of elementary enrollment, an above average number every year? What projections did you see when you made the recommendation?"
7. Q. "6:30-8:30 in the original Power Point it gives '5 simple rules: the 2<sup>nd</sup> rule is 'Keep meetings to less than 2 hours.' Last week we stayed 1-1/2 hr longer than 8:30. Tonight it was going over again. Question: If a member leaves at 8:30 because of personal scheduling will they be penalized?"
8. Q. "Do we really need to have so many duplicates of the same information that cannot be understood?"
9. Q. "How is it decided who on the alternate list moves onto the committee?"
10. Proposed Revision: "Scenario BC-7, Sabino can attract students by running a bus south on Houghton to Valencia, improving integration by bringing students from Vail School District."
11. C. "BC Scenario Evaluations for BC-7. As a parent of Sabino students, I have asked about the last three con comments. I have found No people that would not welcome west side students. Likewise, Sabino is the only public schools in AZ to achieve Blue Ribbon Status. We need to educate people on this."
12. C. "The disproportionate travel burden on minorities comment is totally bogus. TUSD students are being bussed."
13. C. "The original decision of missing no more than 2 meetings needs to remain in place, especially if change to monthly meetings in the summer."
14. Q. "Can any definition of what will satisfy the court be presented? The idea of everyone having their great, small, close to home school that is oversubscribed and racially concentrated that cannot be changed is a catch-22."

## Presentation

### Update

- 4/9 Meeting Minutes – send comments, corrections or clarifications via email
- Resources: website and ftp site
- Schedule:
  - Schedule is being extended to allow more time to develop options. BC will be updated with new schedule as it's developed.
  - Regional Meeting dates POSTPONED, dates to be determined



- Next BC meeting – April 30, 2014 6:30-8:30pm. No meeting next week.
- Magnet Plan Update by Vicki Callison
  - Committee met today and is looking at their new charge. Originally, they had planned on the BC recommendations being incorporated into the magnet plan. Now, they are reworking their process to develop recommendations that the BC will use in their process.
  - Next, they will develop the criteria for all schools to determine which programs to eliminate, relocate or add.
  - Their schedule is to develop a plan in 6 weeks.
  - Q. Who is on the magnet committee? A. There are 13 people made up of people representing dual language, performing arts, pedagogy/ diversity, transportation, 3 parents, 2 students, district central, TEA and ELI.
  - Q. Is CTE and JTED involved? A. They are not directly on the committee, but yes, we are collaborating with them.
  - Q. What was the intent with Cragin and Holladay? A. Cragin was to attract more students from outside the district. The idea was not to diminish Holladay, but to make Utterback a more receiving school of integration.
  - Q. When determining which programs to eliminate and which to add, what is your target number? A. No target developed at this time.
  - Q. Special Master won't be happy with no change, correct? A. Yes. We know some programs are wonderful programs and some aren't integrated. Our challenge is to figure out how to marry the two.
  - C. Sounds like the Magnet Committee needs a goal. R. Yes, the criteria will be developed next week. We can't just sprinkle them throughout the district arbitrarily.
  - Q. Wasn't criteria developed for the first 2 plans? A. Yes, based on the Special Master and integration, but it was narrow in scope.
  - Q. If BC wants to replicate programs to further integration, can we recommend programs? A. Absolutely, we need that info from your perspective.
  - Q. How do the state grades affect the process? A. Letter grades are on hold next year as they decide which program to transfer to. The Magnet Committee may look at other criteria as a basis.
  - C. The state may start looking at the science assessment for grade rather than simply math and English.
  - Q. When proposing magnet programs, what is the funding situation to support magnets? A. While that may not be very clear, a good place to start is with the USP and knowing what the USP will fund. The USP specifies requirements for opportunities such as IB and dual language and the committee's idea is to expand to the central and east side.
  - Q. So, we should look particularly at expanding ADL, dual language, etc.? A. Absolutely because we know they'll at least be funded next year and the language indicates that phasing out a program will allow for the last person in the program to complete the program.

- Q. Are staff changes also managed and plans to help them received the necessary training? A. Yes, both pedagogy and content.
- Q. Successful programs are advocacy based. I've heard the magnet department is being dismantled, so where is the advocacy? Where is the accountability? Non-neighborhood students are qualifying in some programs who shouldn't. A. Accountability falls to the magnet director. I don't believe the department will be dismantled, they're just rumors. This last year, the magnet department has had a huge presence in the community and had over 75 events in the last year.
- Q. As TUSD hires for magnet programs, they should be able to recruit and contract teachers to stay for a certain number of years. A. We're working on hiring and recruitment, but the contracted years is difficult because you don't want to lock in a person if they end up not being a good fit.

#### Understanding the maps and data

- All maps and data handed out at the meetings is available on the ftp site.
- SES maps and data
  - This data is being distributed as requested.
  - These maps are reflective of the total population and developed from the American Community Survey Data
  - Q. The USP is not about poverty, correct? A. Yes, but it can be an important factor to consider.
  - Each map is labeled using tract numbers. These tract numbers relate to the tables' data.
  - Percent of Population Below Poverty Line Map – the county average is 20% (roughly the yellow areas.)
  - The Data Tables indicate the percent error based on the frequency that the information is collected.
  - Q. When using the SES info, should we look at the error percentage? A. You won't likely get into that great of detail, but it's good to be aware of the general error.
  - Q. Why do I care about the poverty line? A. This information was requested and can be used geographically. C. It's good information to understand the low-socio economic areas are less likely to have cars when considering travel distances. C. Some districts voluntarily desegregate their schools based on socio economic information. Studies have shown that diversity of socio-economics within a classroom results in achievement increasing. Typically, race can't be used to diversify unless under a court order.
- Appendix A data sheets previously handed out:
  - Demographic Data - These sheets include ethnicity by enrollment and by attendance area. Also, free and reduced lunch (FRL) percentage is indicated on these tables.
  - Q. What is meant by attendance 'Leave'? A. All TUSD data, number of those leaving the attendance area and attending other TUSD schools.
  - Q. What does 'outside' mean? A. This number indicates those entering the school coming from outside TUSD.

- Q. What is the attract/flight ratio? A. The simple answer is that it represents the number of students going in over the number of students leaving the school. There are other factors that are included in the equation, but that is the main point of it. If the ration is over 1, there are more students coming in than going out. If the number is under 1, there are more students leaving than coming in.
- Q. What is the difference between Current and New RC Status? A. The New indicates the status if a new proposed definition of an integrated school is accepted. For the purposes of this committee, use only the current definition status indicator.
- Q Which race is considered under 'other' and how are people classified? A. Please are classified based on how they answer and classify themselves. Other includes three groups, Native American, Asian and multi-race.
- School Data Sheets – These sheets include basic school info.
- Facility Data Sheets – These sheets provide more information about the buildings and facility.
- Capacity information indicates operational capacity without portables. When looking at capacity, use the capacity of only the brick and mortar facility as if the portables weren't there.
- Q. Is the capacity standardized? Based on square foot use? A. No, it is not based on square foot, but based specific to the school and program.
- Q. Why is there a discrepancy from school to school for utility cost? A. It can vary due to age, occupancy or use of the school.
- The Average Year Built (Avg. Year Blt.) is not the first year the school was built, but averages the area of buildings and when they were built, so it is a facility/ site average.
- C. In the future, the average utility per square foot data may be more useful as average utility per student.
- TUSD School Enrollment by Neighborhood Residency, Race/ Ethnicity and ELL Status Tables were handed out at the meeting.
  - These sheets include neighborhood vs outside neighborhood information by school and by ethnicity.
- Ethnic Share Maps – Hispanic Share were handed out previously as part of Appendix A. African American Share hard copies were handed out at this meeting. The ftp site includes both of these and the other categories for reference.
  - Q. What is the definition of neighborhood? Does it include annex areas? A. Yes, neighborhood is synonymous with attendance area, even when not contiguous.
  - Ethnic Share maps are based on where people live, not where they go to school.

#### New BC Proposed Scenarios

- New handouts were provided from previously proposed scenarios BC-1 through BC-10. The scenarios have not changed, but the data has been updated.

- Given the time constraints, BC-11 through BC-13 were not reviewed, but they have been included in the scenario maps and data. These three scenarios were suggested at the last BC meeting.

Next Steps

- Homework – BC members to review scenarios and discuss with community. Send comments via email to [Bryant.Nodine@tusd1.org](mailto:Bryant.Nodine@tusd1.org)
- Next BC Meeting –April 30<sup>th</sup>
  - Working meeting to develop new scenarios.
  - Come prepared with some ideas!

If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

# **EXHIBIT 21B**

# Agenda



Date/Time April 16, 2014 (6:30pm-8:30pm)  
Location Duffy Family and Community Center Multi-Purpose Room  
655 N Magnolia Ave  
Tucson, AZ 85711  
Project TUSD Boundary Review Plan  
Subject Boundary Committee Meeting #3A – Revise Options

- Topics
1. Meeting Agenda overview
  2. Update
    - a. Meeting Minutes – send comments, corrections or clarifications via email or comment cards at meeting.
    - b. BC Requested Items
    - c. TUSD webpage: [www.tusd1.org/boundaryreview](http://www.tusd1.org/boundaryreview)
    - d. FTP Site set up for document sharing:  
<http://ftp.dlrprojects.com> OR <ftp://dlrprojects.com>  
Username: TUSD-BC  
Password: [REDACTED]
    - e. Magnet Plan Update
  3. Understanding the data and maps
    - a. SES maps
    - b. SES data
    - c. Data Tables:
      - i. School Data
      - ii. Demographic Data
      - iii. Facility Data
      - iv. School Enrollment: Residency, Ethnicity, ELL
    - d. Ethnic Share Maps
  4. BC Proposed Scenarios BC-11-BC-13 for review
  5. Next Steps
    - a. Next BC Meeting BC Meeting: April 30

cc

# **EXHIBIT 21C**

## Meeting Sign-In

Date	April 16, 2014		
Meeting Type	Boundary Committee Meeting #3A		
Location	Duffy Family & Community Center 6:30pm-8:30pm		
Project	TUSD Boundary Review Plan		
Project No.	30-14119-00		
Attendees:	<b>Name</b>	<b>Membership</b>	<b>Present (Initial)</b>
	Cesar Aguirre	BC	ca
	Agnes Attakai	BC	
	Rodney Bell	BC	rb
	Georgia Brousseau	BC	gb
	Sylvia Campoy	Plaintiff	sc
	Caroline Carlson	BC	cc
	Vivian Chilton	BC	
	Gloria Copeland	Plaintiff	gc
	JC De La Torre	BC	jt
	Gerlie Fout	BC	
	Kathryn Jensen	BC	kj
	Taren Ellis Langford	Plaintiff	tl
	Jorge Leyva	BC	jl
	Dale Lopez	BC	dl
	Lilian Martinez	BC	lm
	Angie Mendoza	BC	am
Rosalva Meza	Plaintiff	rm	
Susan Neal	BC	sn	





## Meeting Sign-In

Date	April 16, 2014
Meeting Type	Boundary Committee Meeting #3A
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:	Name	Membership	Present (Initial)
	Vicki Borders	A	vb
	Arthur Buckley	A	ab
	Juan Canez	Info	jc
	Megan Chavez	A	mc
	Amy Cislak	A	
	Amy Emmendorfer	A	ae
	Bill Jones	A	bj
	Marguerite Samples	A	ms
	Marsha Willey	A	mw



# **EXHIBIT 22**



Parent Directory

Thumbnails

FTP Voyager JV

Enable Web Client Pro

Logout

Name	Size	Time
2014-04-30_BC Mtg Notes_updated 5-12.pdf	516.51 KB	5/14/2014, 11:46:27 AM
2014-04-30_BC Mtg Sign In.pdf	891.23 KB	5/5/2014, 7:56:45 AM
Agenda_2014-04-30_BC Create Options Mtg.pdf	22.55 KB	4/30/2014, 12:57:26 PM

# **EXHIBIT 22A**

## Boundary Committee Notes

Date: April 30, 2014 (6:30pm-8:30pm)

Purpose: BC Meeting

Location: Duffy Family and Community Center, Multi-Purpose Room

Updated 5/12/14

### BC Requested Items:

1. In addition to the GATE data, provide ethnic break out of the GATE students at each school.
2. Magnet summary for standards for funding, include specific programs that are funded.
3. Magnet budget that was submitted to administration broken out per school in each category. Include detail and numbers of students in the program by ethnicity. Provide more detail of the funds that have been allocated at each school.
4. Magnet funds, provide when they are released to the schools.
5. Remove the "L" late designation from the posted sign-in sheets.

**BC Proposed Options** (from Small Groups – discussion notes listed at the end of this document):

Status indicated in blue. Further evaluation by BC to occur during Refine and Evaluate meetings.

1. Elementary Options that are not magnets, over 85% RC, low SIS, and low letter grade (see Gold and Purple group notes): Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed. (see attached document prepared by BC members)
  - a. Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
  - b. Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
  - c. Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status) Booth does not have capacity (currently 106% utilized)
  - d. Miller (D, 84.3% Hispanic) – send to ?
  - e. Mission view (D, 88.5% Hispanic) send to ?
  - f. Tolson (D, 83.9% Hispanic) send to ?
  - g. Oyama (D, 79.7% Hispanic) send to ?
  - BC Homework for further development.
  - Some of these schools may already be involved in an improvement plan due to the D letter grade.
  - TUSD to provide transportation times when further developed.
  - This may be more appropriate as a recommendation for the family engagement plan to implement.
  - Con: May hinder sending school's academic improvement. The more engaged parents may take advantage of this option which could remove those students that would help the school grade.
2. Now that Roskrige is a K-8, change Roskrige K-5 attendance area to K-8 to alleviate Mansfeld of the 6-8 students in this area. (see Gold Group notes)
  - Con: Roskrige is also over capacity (utilization at 102%)

- Demographer to provide data related to this option. Q. Will including more neighborhood students help integration?
- 3. In addition to Santa Rita, add JTED/ CTE, early middle college at Cholla with a Pima Campus Connection (see Gold Group notes)
  - Con: No capacity available at Cholla to receive east side students (utilization at 101%)
  - Con: Implementing programs at both Santa Rita and Cholla would split resources and create competition between the two. Suggestion: Cholla as future option. Santa Rita would be phase 1 and if it is successful and established, Cholla can be implemented as phase 2.
- 4. Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups. (see Gold Group notes)
  - Too conceptual. Homework to BC for further development. See attachment.
- 5. Middle Schools: Non-Magnet with Small Size Facilities (see Purple Group notes)
  - Too conceptual. Homework to BC for further development. See attachment.
- 6. Sahuaro as a Magnet (see Purple Group notes)
  - BC is implementing magnet plan, but not creating one. This can be a recommendation for future considerations, but the magnet plan will not include new magnets this year.
- 7. Create schools in the middle of the District to share transportation burden (may be new schools or previously closed school).
  - Too conceptual. Homework to BC for further development. See attachment.
- 8. Change Lawrence to 6-8 and Johnson to K-5, both underutilized, pull students out of Pistor to fill Lawrence. (see Green Group notes)
  - Demographer to provide data related to this option.
- 9. Corbett area to Roberts-Naylor, closer to Roberts-Naylor, shift some from Erickson (Reynolds) to Wheeler (see Green Group notes)
  - None of these schools are racially concentrated; integration is not improved.
- 10. Improve Recruitment (see Green Group notes) – analyze what is working at successful schools and repeat at strategic schools.
  - Group members to report back and provide suggestions for review. See attached notes for initial research. More to follow.
- 11. Proposed Option: Add programs to Sabino and Sahuaro to draw kids to the east.
  - BC is implementing magnet plan, but not creating one. This can be a recommendation for future considerations, but the magnet plan will not include new magnets this year.

#### **Questions/ Comments from Meeting:**

(Key: Q = question, A = answer, C = comment, R = response)

1. Q. How are the magnets funded, through grants? A. Magnets are funded mostly through desegregation money.
2. Q. In regards to the Magnet funding provided, does this represent the total budget or just deseg money? A. Just the desegregation money.



3. Q. The Chart lists Mansfeld as a magnet in 2013, but it wasn't a magnet yet? A. TUSD will follow up, they believe the money allocated was to get the magnet started.
4. Q. Does the magnet funding stay the same from year to year? A. No, it does vary.
5. Q. Is the 2014 budget the projected budget? Why is there such a change at Tucson HS? A. 2014 represents the 2013/ 2014 school year. Before the court order, more money was allocated because the process was list strict. Now that there are stricter criteria, less money has been distributed.

## Presentation

### Update

- 4/16 Meeting Minutes – send comments, corrections or clarifications via email
- BC Requested Items:
  - Charter School Map of locations distributed at the meeting and via ftp site.
  - Magnet financial summary distributed at the meeting and via ftp site.
  - Data Table Key distributed at the meeting and via ftp site.
  - GATE data was provided last week on the ftp site and was distributed at the meeting.
  - Feeder Patterns distributed at the meeting and via ftp site.
- Schedule:
  - A revised schedule has been developed, but is awaiting comments from the Special Master and Plaintiffs. Comments are expected next Tuesday and as soon as they are available, the BC will be updated.
  - **Action Item:** With the extended commitment from the BC through the summer, the BC discussed on whether there should be more acceptable absences permitted. One member voiced concern with voting prior to the schedule being finalized. If needed, there will be a second vote at the time that the schedule has been determined. It was proposed to possibly add “excused absences” to account for family emergencies and summer vacation plans.
    - Vote 1: “Given the extended schedule, how many excused absences are acceptable?”
      - Vote results: Add 2 excused absences. (From 24 voters: One = 21%, Two = 38%, Three = 29%, None = 13%)
    - Vote 2: “Given the extended schedule, how many unexcused absences are acceptable?”
      - Vote results: Keep current 2 unexcused absences. (From 24 voters: Two (same as original) = 78%, Three = 17%, Four = 4%)
  - Next BC meeting – May 14, 2014 6:30-8:30pm. No meeting next week.
- Magnet Plan Update by Vicki Callison
  - Committee met today and is working on a draft plan.
  - The magnet plan is shaping up to be very different than the previous plans. There will be 2 distinct sections.

- The first is an operations plan. It will be the rule book for magnet schools. Whether the District is under a deseg order or not, this section will be same. Previously, the document was to be changed every year. With this new format, the operations section will stay intact. This section will do two things: build programs that are sustainable and build an infrastructure to continue magnets from year to year.
- The second will be an action plan based on performance from year to year.
- Q. What is the criteria for magnet funding? A. This is the first year that criteria was developed by per pupil expenditures. The criteria has been developed, but is currently being filtered through the administration.
- Q. Are there any other factors? There is a large discrepancy between some schools. A. some programs are more expensive than others and this is taken into account. (IB has a higher cost, STEM is a medium cost and traditional programs like at Dodge are less expensive.)
- Q. Do you have the criteria written down? If so, please bring that info to the next meeting or mail to Gloria. A. Absolutely, we have standards.
- This year's budget was developed differently where there was a zero base budget, the needs were assessed and then the amounts were put in front of the administration for approval. Last year, there was a finite amount that was divided up between programs.
- C. Please provide the break out of this information on the ftp site as well. R. I'll provide the budget that was submitted to the administration including FTE, consultant, administration, supplies, etc. broken out per school in each category.
- Q. Please provide when the funds are released to the schools. I was told that hiring was delayed because of when the funds and budget was released. A. TUSD has already approved positions for next year. Previously, hiring was delayed because of the District's hiring freeze.
- Q. Are these changes to be a systematic change or does it depend on the administration? A. It's to be systematic if it works. Currently, the system looks like it will work.

#### Create Options

- Review of USP requirements and role of BC
- Review of how to use the materials to help create options. BC-1 was used as an example only to show how it was developed by looking at the Integration Status Maps and data tables.
- The BC broke off into their small groups. First, there was a quick exercise provided by the facilitator to help the group navigate and read their materials. The following questions were provided:
  - Use the Elementary School Integration Status Map. Locate the racially concentrated school that is furthest east. Which school is this? Hint: the numbers correspond to the school names on any of the data sheets. (Answer – Bonillas)

- Use the Middle School Facility Utilization Map. Which school is over 100% west of the I-10? (Answer – Pistor)
- Use the Hispanic Share of Enrollment and 9-12 count by grid Map. Locate the grid that is furthest east that is an area of high Hispanic concentration (red grid). How many Hispanics are in this grid? (Answer – 1) It's all relative. If that grid only has one 9-12 student in that grid and they're Hispanic, then it's represented as a high Hispanic count.
- Which K-5 Elementary School has the highest Hispanic percentage? Hint – K-5 only in the Demographic Data Table (Answer – Lynn/ Urquides with 92.6%)
- Which 6-8 Middle School has largest percentage of their attendance area leaving? Hint – 6-8 only in the School Data Table, Hint – Attraction/ Flight ratio closest to 1 (higher = high flight, lower = high attraction) (Answer – Roberts-Naylor 63%)
- Which High School has the most room available (aka least amount of utilization?) Hint – Facility Data Table (Answer – Santa Rita HS)
- Which K-8 School has a Self-Contained GATE program? Hint – GATE Data Table (Answer – Hollinger)

### Small Group Summary

- Blue Table Summary:
  - There were more questions than answers discussed.
  - A lot of scenarios that were attempted only moved a handful of kids. Their table made the decision to only look at scenarios that moved more than 50 kids.
  - Proposed Option: Add a GATE program to a west side school. The group was frustrated because they did not know how this would affect the community.
  - The group needs more info on why schools draw students. Does the District gather this information?
  - Proposed Option: provide programs to draw students to the east side.
    - Look at programs at Sabino and Sahuaro.
    - Possibly move Cholla programs such as IB or law enforcement to draw students to the east side.
    - At Tucson High, focus on a select few magnets and move the other to east side schools.
- Purple Table Summary:
  - Proposed Option: (Elementary Schools)
    - Leave magnets alone, they are already a vehicle for TUSD
    - Looked at other schools and targeted those that are greater than 85% racially concentrated and low grade. Give students at these schools the option to move to a better performing school.
    - Both schools would receive program assistance.
    - Transportation would be provided and advertised.
  - Proposed Option: Create schools in the middle of the District and share transportation burden from all sides of the District. May use a previously closed school campus or build a new campus.

- Proposed Option: Turn Sahuaro into a Magnet to draw students.
- Middle Schools – Group was challenged with middle schools. Possibly provide an option of a small middle school, develop programs to draw students and advertise free transportation.
- Green Table Summary:
  - Began with philosophical discussion: need magnets with good programs, money to recruit good people to lead these programs, and need to equalize the burden of bussing.
  - Proposed Option: Move students from Corbett area to Roberts-Naylor to improve integration at Roberts-Naylor. Also move students from Erickson to Wheeler.
  - Proposed Option: In the Lawrence, Johnson and Pistor area, pull students from Pistor's open enrollment to also alleviate overcrowding.
- Gold Table Summary:
  - Also reviewed the elementary option discussed by the purple table. Added to it, the inclusion of feeders. Once the students move to the better performing school, give them the opportunity to continue in that feeder pattern to continue to help integration in the upper grade levels.
  - Proposed Option: Now that Roskruge is a K-8, make the Roskruge K-5 attendance area a K-8 attendance area. This will reduce the number of 6-8 students from going to Mansfeld (the current assignment for 6-8).
  - Proposed Option: In addition to Santa Rita, develop an early middle college at Cholla with its nearby Pima Campus connection. This may entice students to the west side too.
  - Proposed Option: Provide a self contained GATE classroom at racially concentrated schools.

#### Next Steps

- Next BC Meeting – May 14<sup>th</sup> (No meeting next week.)
  - Evaluate options.

Notes from Small Groups:

Gold Group:

Participants: Katrina Leach (recorder), Angie Mendoza, Marguerite Samples, Sylvia Campoy, Lorraine Richardson, Dale Lopez, Georgia Brousseau, Carmen (visitor), Pat (visitor)

- Proposed Option: Sylvia came with a prepared solution that she and a small group developed:
  - Magnets should not be paired or clustered. It's believed that this will kill the magnet. Magnets have not been supported and they need to be. Once supported, those schools need time to come up to speed.
  - Need exceptional leadership that are knowledgeable about desegregation.
  - Achievement is part of the deseg order.
  - They looked at schools that are racially isolated at 85% or above, have an achievement of C and below and low socio-economics. Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed.
  - Transportation will be available through deseg funds, but will also be advertised.
  - Professional development and resources will be provided to the sending and receiving school to improve both schools.
  - The schools suggested include:
    - Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
    - Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
    - Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status)
    - Miller (D, 84.3% Hispanic) – send to ?
    - Mission view (D, 88.5% Hispanic) send to ?
    - Tolson (D, 83.9% Hispanic) send to ?
    - Oyama (D, 79.7% Hispanic) send to ?
  - Developed Pros:
    - Optimal options – parents to understand that their school will receive assistance and that their student would be received at another school
    - Integration enhanced at receiving school
    - School improvement at sending school
    - Support at both receiving and sending school
    - Parent engagement increased
    - Voluntary option
    - Travel time to receiving school is to the central portion of the District
  - Developed Cons:
    - West side school may feel they are being stigmatized (will need support to remove stigma)
    - Travel time

## Discussion:

- C. Con: could be flight from these underperforming schools. If the underperforming schools become underutilized, they may be subject to closure.
- Q. Will there be a limit for how many students may transfer so as to not overburden the receiving school or so as to not deplete the home school?  
A. We need the District to help determine how it would be set up.
- Q. Movement from west to east only? A. At this time yes.
- Q. Include Wheeler? A. It'd be over utilized.
- C. Con: Concern that people would choose to stay and not move, wouldn't be enough movement. That is traditionally what happens when the option is given to move with transportation, especially at the younger grade levels.
- C. Would require commitment from the admin/ faculty to receive the change.
- Q. Is Manzo going to be a charter school? A. Not sure, but not an issue because it would still be under desegregation.
- Q. Would all students qualify to move? A. No, only those ethnic groups that would enhance integration with the move.
- C. Pro: No boundary changes. Only disrupt those who opt in.
- Q. What's the difference from what is currently happening? A. Biggest difference is the PD/ program support for both schools.
- C. Admin from both schools would need to collaborate to support the parents. Maybe even have teacher nights with all teachers at both schools to ease parent transportation challenge.
- C. Some schools with poor grades already receive the option to move with transportation. Would have to compare list to see if any of these schools already receive the option to move.
- Proposed Option: Now that Roskruge is a K-8, change Roskruge K-5 attendance area to K-8 to alleviate Mansfeld of the 6-8 students in this area.
  - C. Doesn't make sense that there are 3 magnets so close together. (Safford/ IB, Mansfeld/ STEM, Roskruge/ Bilingual)
  - Pros:
    - keeps students in Roskruge area in neighborhood
    - reduces #s at Mansfeld and opens up seats for STEM magnet
    - not taking away magnet seats, there are plenty
  - Con:
    - Only handful of kids. BC-13 shows 32 students in this area would be affected, so we're assuming the same number.
- Proposed Option: In addition to Santa Rita, add JTED, early middle college at Cholla with a Pima Campus Connection
  - C. Does not need to be added as a magnet.
  - Pro:
    - Different Programs than Santa Rita, would encourage the east-west interchange in both directions
    - Proximity to Pima CC

- Proposed Option: Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups.
  - C. Admin/ faculty will need to support integration.
  - C. Admin selection and commitment needed most.
  - Con:
    - GATE has a tendency to be segregated from the rest of the campus.

Purple Group:

Participants: Shaun Brown (recorder), Sam Brown, Lilian Martinez, Rodney Bell, Betts Putnam-Hidalgo, Rosalva Meza, Caroline Carlson, Marsha Willey, James T Schelble

- Proposed Option: No Magnets/ Oversubscribed Elementary Options (same handout as at gold group with Sylvia)
  - Comments:
    - Integrate at the receiving schools, Sewell, Howell and Booth as starting options.
    - Schools on the edge of TUSD Boundary should be considered for closure.
    - Re-open closed central elementary schools to draw students back with improved programs.
    - Have a non-magnet school
    - Create open enrollment at closed school areas
    - Boundaries set to meet the criteria at schools
  - Pros:
    - Include all schools
    - Should Doolen program be copied for other schools to use?
    - Improve programs at current schools
    - Have short commutes for students
  - Cons:
    - Time and distance (transportation)
    - Lack of funding to schools
    - Transfer of students
    - Improving schools may not bring students to the site based on location and distance.
- Proposed Option: Middle Schools (Non-Magnet with Small Size Facilities)
  - Comments:
    - Non-Magnet middle school with smaller facilities
  - Pros:
    - Smaller middle schools such as Dodge
  - Cons:
    - Starting times of schools
    - Need to improve sports at middle schools.
- Proposed Option: Sahuaro as a Magnet
  - Comments
    - Sahuaro HS as a Magnet HS
  - Pros



- Transportation provided
- Sahuaro is already an attractive site
- Cons
  - Over capacity at 94%

Blue Group:

Participants: Kelly Wendel (recorder), Vicki Borders, Juan Canez, Taren Lanford, Lorinda Pierce, Susan Neal, Arthur Buckley, Kathy Jensen

- Discussions:
  - Moving GATE programs is expensive and may jeopardize status of other schools
  - Note enough GATE options on the west side
  - Should do a survey of why schools are drawing students or not drawing students
  - Should do an exit survey to students who withdraw
- Proposed Option: Add programs to Sabino and Sahuaro to draw kids to the east.
  - Possibly move programs from Cholla such as law enforcement or IB
  - Focus efforts and strengthen a select few programs at Tucson High, move other programs to east side schools.

Green Group:

Participants: Bryant Nodine (recorder), Celina Ramirez, Cesar Aguirre, Rachel Starks, Bill Jones, Juan Carlos De La Torre, Anna Timney, Gloria Copeland, Richard Murillo (observer)

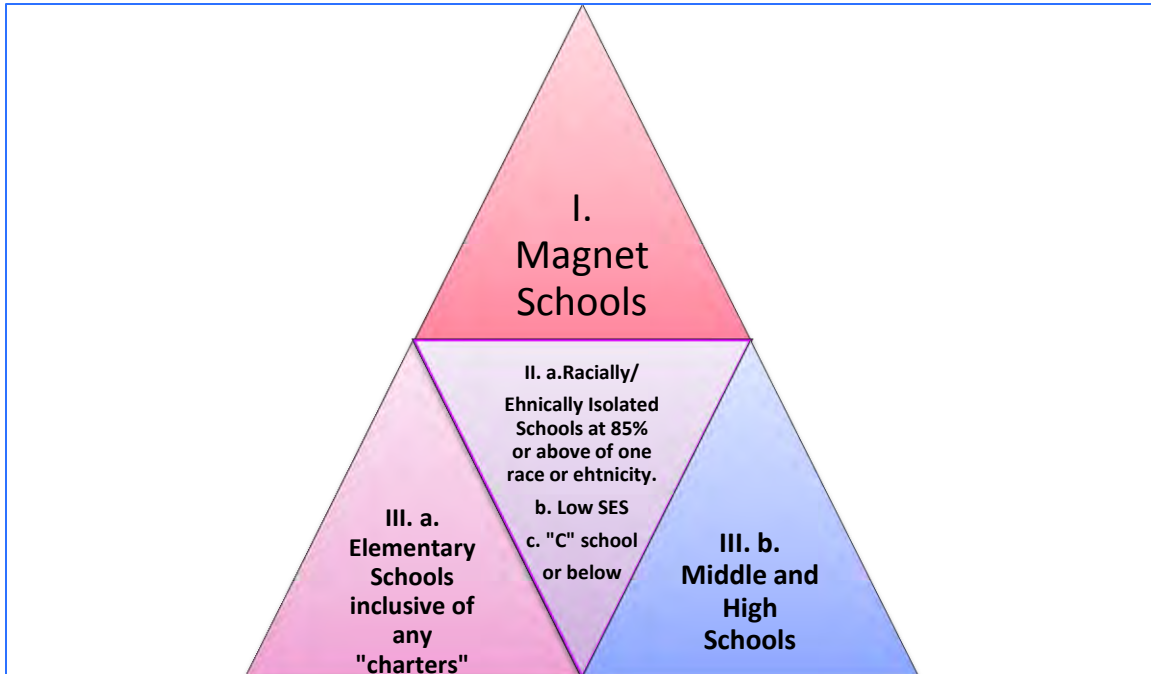
- Proposed Option: Change Lawrence to 6-8 and Johnson to K-5, both underutilized, pull students out of Pistor to fill Lawrence.
  - Discussion:
    - How many students at Pistor are actually Valencia students?
    - Does this improve integration?
    - Get students back to their home school.
    - Pistor is a C school and Lawrence is a D (but it is in a 2-year UWV improvement program)
- Bus far east to the central locations – the burden to integrate has to be equal.
- Change boundaries versus pairing.
- Proposed Option: Corbett area to Roberts-Naylor, closer to Roberts-Naylor, shift some from Erickson (Reynolds) to Wheeler
  - Discussion:
    - May need to split the area to not overload R-N, Jumps Myers Ganoung, all three to R-N
    - Corbett would integrate
    - Most of Myers-Ganoung is exceptional education
    - Pro: feeder patterns
    - Supports K-8
- Many of the schools west of the ethnic break line are magnets (don't want to mix magnets with regular programs)



- Improve Recruitment:
  - What is Borton doing that works? Drachman? Booth Fickett?
  - Borton is friendly and welcoming. Borton could teach people how to do a good open house.
  - Hughes has a good email list
  - Open house in fall versus spring
  - Customer service training, front office tells.
  - PR for the right ethnicity (Caucasian)
  - Need the support to recruit
  - Juan Carlos will follow up with info on Drachman successes
  - Celina will follow up with info on Borton successes.
- Follow the GATE attendance areas, no exceptions
- Magnets to the periphery of the district – duplicate programs east-west
  - Spread out resources.

If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

**INTEGRATION STRATEGIES**



Intentional integration efforts will be taken at **all schools**, with key focus taking place at magnet schools.

I. **Magnet Schools** will remain the key strategy in integrating schools and shall not be made part of any pairing or clustering scenarios.

The District shall:

- ◆ Ensure that exceptional and experienced leadership who support the overarching ideals of desegregation are appointed to each magnet school.
- ◆ Support magnet schools with the required resources to recruit and retain an integrated student population in addition to the resources which are needed to support the magnet program/school. Resources should be provided at the beginning of each fiscal year so that principals are not waiting for the release of funding for positions and other required resources after the beginning of the school year.
- ◆ Student enrollment shall be closely monitored to ensure that only students from the preference zone attending the magnet school as a neighborhood school (verification through driver’s license, utility bills, etc.) and that all magnet students are accepted based on legitimate grounds to do so. Magnet schools must **now** be supported within the historical context of understanding that such support has not been provided for a period of 10-15 years, inclusive of providing the resources required to advertise, recruit and retain a diverse student population.
- ◆ The magnet “pipe-lines” or “feeder magnets” must be re-energized and actualized.

## INTEGRATION STRATEGIES

### II. Proposed Scenario:

- A. Identify west side schools which are: a.) racially/ethnically isolated schools at **85% or above** of one race/ethnicity; b.) have a predominately **low-socio-economic student population** based on free and reduced lunch data; and c.) **have a grade of “C” or below.**
- B. Under the Unitary Status Plan provisions found in section III. Transportation A.3. General Provisions- which states, *“The District shall provide free transportation, except as provided in Paragraph (4) below, to: b. District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate”* - offer transportation to students who elect to attend a number of listed schools with a “B” grade or above to the mid-corridor part of the District to schools which are NOT oversubscribed and which will benefit in their integration efforts from the inclusion of students from the noted schools. Howell Elementary and Sewell Elementary meet these criteria. Through the magnet application process, of course, Booth/Fickett Magnet will also be an option if enrollment enhances integration at the school.
- C. Students who enroll at the receiving schools (such as Howell and Sewell) will be continue through the school’s pipeline (middle school and high school), if they so choose. Siblings of students will, of course, qualify for enrollment at the receiving schools.
- D. The sending schools will receive professional development and needed resources to support reforms which are needed to improve the school in meaningful and positive ways. (This approach will not be punitive or blaming.) The reforms will take place in a systemic manner so that they will be long-lasting.
- E. The receiving schools will receive professional development to best support successful integration efforts. Integration is of great value when it is embraced and utilized as an instructional opportunity rather than perceived as a “numbers game.”
- F. The sending and receiving schools will collaborate in new and creative ways to engage parents, such as hosting parent-teacher conferences at the sending schools.

School	Grade	Racially Isolated	SES free and reduced lunch, etc.	Possible receiving schools
Lynn/Urquides	D	92.6% Hispanic		Howell B
Maldonado	D	86.7% Hispanic		Sewell A
Manzo	C	85.9% Hispanic		Booth C
Miller	D	84.3% Hispanic		
Mission View	D	88.5% Hispanic		
Tolson <sup>1</sup>	D	83.9% Hispanic		
Oyama <sup>2</sup>	D	79.7% Hispanic		

<sup>1</sup>Tolson falls below the 85% threshold outlined in the criteria; however, is listed for consideration since it meets most of the criteria and is indicated as a “D” school.

<sup>2</sup> Oyama falls below the 85% threshold outlined in the criteria; however, is listed for consideration since it meets most of the criteria and is indicated as a “D” school.

**INTEGRATION STRATEGIES**

<b>PROS</b>	<b>CONS</b>
1. Optimal options: Parents are provided with two clear and viable options- understanding that intensive work will take place at their neighborhood schools to improve; while that is occurring they may opt to have their children attend schools which will embrace their children as students at their schools.	1. Listed west side school may have parents, administration, faculty and staff members who believe they are being stigmatized. The counter to this is that the efforts outlined herein are meant to support the removal of the negative stigma that does exist.
2. Integration is enhanced at the receiving school with the provision of quality professional development.	2. Travel time may be regarded as a negative; however, travel is to the central portion of the District (Howell and Sewell)
3. Supportive school improvement takes place at the sending school.	
4. Both receiving and sending schools receive support. "Win-win!"	
5. Both receiving and sending schools focus on the success of their students academically in new innovative ways.	
6. Parent Engagement is accented as a critical component of school improvement at the sending schools.	
7. Movement from sending to receiving school is totally voluntary!	
8. Travel time to receiving school is to the central portion of the District.	

(II. This section needs additional work as assistance is needed from TUSD staff. For example, an analysis of travel time would be helpful as in the case of the other scenarios.)

**III. All schools will promote intentional integration through targeted recruitment via open enrollment.**

4/22/14; revision 5/10/14

I spoke to Drachman's Magnet Coordinator, Krystal Scheid. This was Krystal's first year as the Magnet Coordinator and Drachman did not have a Magnet Coordinator the previous year. One of Krystal's responsibilities was to recruit a diverse kindergarten class. Krystal used the following recruitment strategies:

### 1) Community Events

Krystal represented Drachman at a number of community events, including the following:

- Celebrate Schools Event (October 2013)
- Imagine Tucson Sustainable (October 2013)
- Children's Museum Sci-Fest (February 2014)
- Cyclovia (April 2014)
- Earth Day Festival (April 2014)

Krystal represented TUSD at the following events and had the opportunity to share information about Drachman while she was there:

- Free Backpack Event at the TCC (August 2013)
- UA Festival of Books (March 2014)

Of these events, Krystal said she believed attending the Children's Museum's Sci-Fest was the most effective for recruiting families that would bring diversity to Drachman. She said she took soil from Drachman's gardens and that families were very interested in Drachman's sustainability programs and seemed familiar with the Montessori method.

### 2) Tours

When she obtained contact information for a family at an event, Krystal followed-up with a phone call and asked if the family wanted to schedule a tour of Drachman. She also provided tours to families who learned about Drachman through other sources. Each tour lasted about 1- 1.5 hours. During the tour, families had the opportunity to step inside each of the classrooms to observe. According to Krystal, teachers and staff at Drachman acted very friendly toward families touring the school.

Krystal said she always had applications available to families during the tours, which they appreciated. After the tours, she said she would contact the families to see if they had any questions and/or needed help with the application process.

### 3) Preschool Visits

Krystal said she visited about 20 preschools during the course of the year. She usually called the school, asked if she could speak to the Director, and, if the school gave permission, dropped off flyers. After reaching out to the Children's Achievement

Center, Krystal was invited to attend their Kinder Night in October 2013, which was a night for parents to learn about various kindergarten options.

Of all the recruitment strategies, Krystal said she believes reaching out to preschools is the most effective, and that it is important to reach out at the beginning of the school year before preschools hold their kindergarten information sessions, so that there is the possibility of attending and representing one's school.

A list of Tucson preschools was not provided to Krystal, so she tried to look up and contact preschools located closely to Drachman. She said that if Magnet Coordinators were provided with neighborhood demographic information, this might assist with targeting preschools located in neighborhoods that would bring diversity to their schools.

## Boundary Committee Homework

### Further develop concepts from BC Meeting (April 30, 2014)

**BC Proposed Options** (from Small Groups – group discussion included in notes):

The following items were too conceptual to be evaluated. For these to move forward, they need to be developed to include specific schools or locations that can be evaluated. Please further development to be considered. Questions are listed to help guide development.

1. Elementary Options that are not magnets, over 85% RC, low SIS, and low letter grade (see Gold and Purple group notes): Provide the option to students in these schools to attend a higher performing school that will help integration and are not oversubscribed. (see attached document prepared by BC members)
  - a. Lynn/ Urquides (D, 92.6% Hispanic) – send to Howell (B)
  - b. Maldonado (D, 86.7% Hispanic) – send to Sewell (A)
  - c. Manzo (C, 85.9% Hispanic) – send to Booth (C school and lift magnet status) Booth does not have capacity (currently 106% utilized)
  - d. Miller (D, 84.3% Hispanic) – send to ?
  - e. Mission view (D, 88.5% Hispanic) send to ?
  - f. Tolson (D, 83.9% Hispanic) send to ?
  - g. Oyama (D, 79.7% Hispanic) send to ?
  - a) Is it one sending school to one receiving school? Or is it a group of sending schools that can choose from a group of receiving schools?
  - b) If it one to one school movement, develop which schools to send students from Manzo, Miller, Mission View, Tolson and Oyama.
  - c) If it a group of receiving schools to select from, it will be difficult to provide transportation options.
  - d) Do the receiving schools have capacity?
  - e) What happens when the sending school improves academically? Does the option remain? Will students choose to move? Do students have the option to move back to their home school?

4. Add a self-contained GATE classroom at a high racially concentrated school to draw different ethnic groups. (see Gold Group notes)
  - a) Which elementary school would be a good location?
  - b) What areas would it serve?
  - c) Does this create/ improve integration?
  - d) Which middle school would be a good location?
  - e) What areas would it serve?
  - f) Does this create/ improve integration?
  
5. Middle Schools: Create a non-magnet with Small Size Facilities (see Purple Group notes)
  - g) Note: TUSD has determined that an optimally sized middle school is 750-1000 students.
    - a) What location would be appropriate? Is there an underutilized school that is neutral that could apply?
    - b) What is the capacity around this location? Are there enough students to relocate students to this chosen school?
    - c) Would it have an attendance area? If so, what boundaries would it have?
    - d) What are the ethnic goals? Who would you draw from?
    - e) Does this create/ improve integration?
  
7. Create schools in the middle of the District to share transportation burden (may be new schools or previously closed school).
  - a) What location would be appropriate? (Which grade level?)
  - b) Would it have an attendance area? If so, what boundaries would it have?
  - c) What are the ethnic goals? Who would you draw from?
  - d) What is the capacity around this location? Are there enough students to relocate to this new site?
  - e) Does this create/ improve integration?



# **EXHIBIT 22B**

## Meeting Sign-In

Date	April 30, 2014
Meeting Type	Boundary Committee Meeting
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:	Name	Membership	Present (Initial)
	Cesar Aguirre	BC	CA
	Agnes Attakai	BC	
	Rodney Bell	BC	RB
	Georgia Brousseau	BC	GB
	Sylvia Campoy	Plaintiff	SC
	Caroline Carlson	BC	CC
	Gloria Copeland	Plaintiff	
	JC De La Torre	BC	JCDT
	Kathryn Jensen	BC	KJ
	Taren Ellis Langford	Plaintiff	TJL
	Jorge Leyva	BC	
	Dale Lopez	BC	DL
	Lilian Martinez	BC	LM
	Angie Mendoza	BC	AM
	Rosalva Meza	Plaintiff	RM
	Susan Neal	BC	SN

# Meeting Sign-In

Date April 30, 2014  
 Meeting Type Boundary Committee Meeting  
 Location Duffy Family & Community Center  
 6:30pm-8:30pm  
 Project TUSD Boundary Review Plan  
 Project No. 30-14119-00

Attendees:	Name	Membership	Present (Initial)
	Lorinda Pierce Sena	BC	LP
	Betts Putnam-Hidalgo	BC	bph
	Celina Ramirez	BC	CR
	Lorraine Richardson <i>Lorraine Richardson</i>	Plaintiff	LR
	James Schelble	Plaintiff	JS
	Rachel Starks	BC	RS
	Anna Timney	BC	AT
	Diana Tolton	BC	
	Marietta Wasson	BC	
	<i>Pat Jury</i>	<i>guest</i>	<i>pat</i>

# Meeting Sign-In

Date April 30, 2014  
 Meeting Type Boundary Committee Meeting  
 Location Duffy Family & Community Center  
 6:30pm-8:30pm  
 Project TUSD Boundary Review Plan  
 Project No. 30-14119-00

Attendees:

Name	Membership	Present (Initial)
Vicki Borders	A	VB
Arthur Buckley	A	<del>AB</del>
Juan Canez	Info	JC
Megan Chavez	A	
Amy Cislak	A	
Amy Emmendorfer	A	
Bill Jones	A	BJ
Marguerite Samples	A	MS
Marsha Willey	A	<del>MW</del>

## Meeting Sign-In

Date April 30, 2014  
 Meeting Type Boundary Committee Meeting  
 Location Duffy Family & Community Center  
 6:30pm-8:30pm  
 Project TUSD Boundary Review Plan  
 Project No. 30-14119-00

Attendees:

Name	Membership	Present (Initial)
Bryant Nodine	TUSD	BN
Shaun Brown	TUSD	SB
Katrina Leach (consultant)	DLR	KL
Sue Gray (consultant)	DLR	
Rick Brammer (consultant)	AE	
Garrett Lough (consultant)	AE	
Richard Murillo	TUSD	RM
Candy Egbert	TUSD	
Sam Brown	TUSD	SB
Vicki Callison	TUSD	K
Kelly Wendel (consultant)	DLR	KW
<i>Cyrene Cooper</i>	<i>TUSD</i>	

# **EXHIBIT 22C**



# Agenda



**DLR Group**

Architecture Engineering Planning Interiors

6225 North 24th Street  
Suite 250  
Phoenix, AZ 85016

o: 602/381-8580  
f: 602/956-8358

Date/Time	April 30, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting - Create Options

- |        |  |
|--------|--|
| Topics | <ol style="list-style-type: none"> <li>1. Meeting Agenda overview (5 min)</li> <li>2. Update (15 min)             <ol style="list-style-type: none"> <li>a. Meeting Minutes – send comments, corrections or clarifications via email or comment cards at meeting.</li> <li>b. BC Requested Items</li> <li>c. Schedule</li> <li>d. Magnet Plan Update</li> <li>e. USP Review</li> </ol> </li> <li>3. Create Options to improve integration             <ol style="list-style-type: none"> <li>a. Intro – how to use the materials to create options (10 minutes)</li> <li>b. Small Groups (1 hour total)                 <ol style="list-style-type: none"> <li>i. Prepared Options (15 min)</li> <li>ii. Develop Elementary School Options (15 min)</li> <li>iii. Develop Middle School Options (15 min)</li> <li>iv. Develop High School Options (15 min)</li> </ol> <p>(Times are simply check point suggestions. If a small group came with many ideas to propose, they will be given time to explore those options as a group.)</p> </li> </ol> </li> <li>4. Small Group Summaries (20 min total – 5 min each)</li> <li>5. Next Steps (5 min)             <ol style="list-style-type: none"> <li>a. Next BC Meeting: Evaluate Options - May 14 @ 6:30pm</li> </ol> </li> </ol> |
|--------|--|

cc

# **EXHIBIT 23**





Parent Directory

Thumbnails

FTP Voyager JV

Enable Web Client Pro

Logout

Name	Size	Time
2014-05-14_BC Mtg Notes_updated 5-22.pdf	76.66 KB	5/23/2014, 2:02:42 PM
2014-05-14_Sign-In.pdf	877.13 KB	5/20/2014, 8:55:57 AM
Agenda and BC Option Development Worksheet...	113.86 KB	5/14/2014, 10:59:12 AM

# **EXHIBIT 23A**

## Boundary Committee Notes

Date: May 14, 2014 (6:30pm-8:30pm)

Purpose: BC Meeting

Location: Duffy Family and Community Center, Multi-Purpose Room

Updated: 5/22/14

### BC Requested Items:

1. For the K-8 schools, need data for K-5 and 6-8 portion separately to compare a K-8 with elementary or a K-8 with middle school.
2. Lineweaver – where does the non-Hispanic enrollment come from?

**BC Proposed Options** (from Small Groups – discussion notes listed at the end of this document):

1. Elementary School Option (green group): Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
  - a. Howenstine
  - b. Jefferson Park

a) BC homework for further development. Would there be a boundary? Which surrounding schools would these locations draw from? Which ethnic groups?
2. Elementary School Option (incomplete): Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
  - a. Manzo
  - b. Robison

b) BC homework for further development. How would these schools draw students?
3. Elementary School Option: Low SES into a high SES Area  
- Not developed. BC homework for further development.
4. Middle School Boundary Adjustment Option: Create annex from NE corner of Valencia and move to Vail.  
- Needs data gathered and travel times for analysis
5. Middle School Pair Option: Pair Booth Fickett and McCorkle  
- Needs data gathered and travel times for analysis
6. High School Boundary Adjustment Option:
  - a. Make NE corner of Cholla Boundary a Catalina Annex.
  - b. Move current Catalina Annex to Palo Verde.
  - c. Make Pueblo area east of the 19 a Palo Verde Annex.

- Needs data gathered and travel times for analysis
7. MS/HS Option:
  - a. Stop enrollment at Rincon HS for 4 years to open space on the campus. Change boundary so these students go to Catalina and Palo Verde.
  - b. Move Dodge students to Rincon facility and make University campus 6-12 grade levels. Grow Dodge program and more students in a university ready school.

- Does not address any racially concentrated schools. All schools are integrated.

## Presentation

(Key: Q = question, A = answer, C = comment, R = response)

### Create Options

- The large group was split up into three small groups listed below. Each group was given a grade level and a strategy to focus on. The exercise was intended to focus on boundaries and not programs at this time.
  - Elementary Schools – Attendance Boundaries
  - Elementary Schools – Pairing and Clustering
  - Middle & High Schools – Attendance Boundaries and Pairing and Clustering

### Small Group Summaries

- Purple Table Summary (Elementary Schools – Attendance Boundaries):
  - The group did not come up with any attendance boundary options.
  - With the movement of students, it was difficult to understand where to pull the students from.
  - The group did discover some needed items for analysis:
    - i. For the K-8 schools, need data for K-5 and 6-8 portion separately to compare a K-8 with elementary or a K-8 with middle school.
    - ii. Lineweaver – where does the non-Hispanic enrollment come from?
- Green Table Summary (Elementary Schools – Pairing and Clustering):
  - The group did not come up with any pairing and clustering options.
  - Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
    - i. Howenstine
    - ii. Jefferson Park
    - iii. Ft Lowell and Townsend (more appropriate for older grade levels)
    - iv. Cons: closed last year and could upset the community to re-open
    - v. Pros: start from scratch with no preconceptions and can use a successful program example to start anew.
  - Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
    - i. Manzo – draw students from east. Perceived to be less unsafe than other areas.
    - ii. Robison – has low SES and high Hispanic population. Generally good perception of school and ripe for change (C letter grade). It's not perceived to be unsafe, but needs something to attract people to it.
- Blue/ Gold Table Summary (Middle & High Schools – Boundary Adjustments & Pairing and Clustering):
  - Middle School Boundary Adjustment Option: Create annex from NE corner of Valencia and move to Vail.

- i. Distance could be a factor, but 22<sup>nd</sup> street provides a decent commute.
- o Middle School Pair Option: Pair Booth Fickett and McCorkle
  - i. Booth Fickett is a magnet, but group doesn't believe it really operates as a magnet to the extent that it couldn't be paired with another school.
  - ii. Con: McCorkle is a brand new school and could use time to be more situated.
  - iii. Pros: McCorkle is a brand new school with a self-contained K-8 option and could draw students from Booth Fickett.
- o High School Boundary Adjustment Option:
  - i. Make NE corner of Cholla Boundary a Catalina Annex.
  - ii. Move current Catalina Annex to Palo Verde.
  - iii. Make Pueblo area east of the 19 a Palo Verde Annex.

#### Update

- 4/30 Meeting Minutes – send comments, corrections or clarifications via email
- Schedule:
  - o The Boundary Committee was provided with an updated schedule of meeting dates based on the most recent comments from the Special Master and Plaintiffs (SM&P).
  - o The current schedule shows the plan to be approved in Sept/ Oct, so that pushes the regional public meetings to July. The BC calendar indicates the public meetings to be held between July 9-14<sup>th</sup>. TUSD is currently looking at the 9<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup>. Once the locations are confirmed, the BC will be updated.
  - o C. That means the public meetings will occur when parents are starting to enroll their kids.
  - o Q. Will there be efforts to advertise through media outlets? A. Yes. First there will be notices to the schools, then press releases.
  - o Q. When is the district closed? A. June 30<sup>th</sup>-July 4<sup>th</sup>
  - o Q. When is the PR? A. Trying to start to get word out before the end of school.
  - o Q. Does the district ever do billboards? A. Yes, they have in the past with the early learning centers.
  - o Q. How many absences are permitted now? A. 2 excused and 2 unexcused.
  - o Q. When do we pick which options go to the public? A. The meeting before the public meetings, June 15<sup>th</sup>.
  - o Q. Who picks the options that go to the public? A. The BC.
  - o Q. To get the word out to the public, can you use the new system of text/ phone calls? A. TUSD will look into this.
  - o Q. At some point, will the whole group get to look at the options the BC put together? A. Yes, we're starting with small groups and then they'll move to the big group for consideration.
- Magnet Plan Update by Bryant:

- The following includes what was outlined in the schedule given to the SM&P:
  - Draft plan has been sent to the SM&P and is expected back on the May 21. BC to receive update of the plan and SM&P comments on this day.
  - On May 27, it'll be presented to the governing board for study.
  - May 28-30 will be the magnet community meetings.
  - June 10 – feedback from the community meetings to be presented to the governing board
  - June 27 – the Comprehensive Magnet Plan is to be sent to the governing board and Special Master
  - July 8 – the CMP is to be presented to the governing board for study of action, when the BC has its public meetings
  - Then we'll prepare our boundary plan.
- Q. What happens if the Special Master doesn't like the plan? A. TUSD has vetted it out with them and tried to respond to comments so that it'll be accepted.
- Q. Can we get an idea of the magnet plan? A. Yes, next week. TUSD is waiting to release information until it can be released with the comments from the SM&P.

#### Next Steps

- Next BC Meeting – May 21st
  - Homework – develop incomplete options from April 30<sup>th</sup> BC meeting
  - Present Draft Magnet Plan



## Notes from Small Groups:

Gold/ Blue Group (Middle & High Schools – Boundary Adjustments & Pairing and Clustering):

Participants: Katrina Leach (recorder), Lilian Martinez, Vicki Borders, Richard Murillo, Rodney Bell, Bill Jones, Marsha Willey, Rosalva Meza, Lorinda Piece Sena

- Utterback/ Magee Pair Discussion:
  - Selected off of racial concentration map.
  - Utterback is a 'C' grade, Magee is a 'B' grade
  - There would need to be a change in program because of magnet status.
  - Group did not continue to pursue this option
- Group decided to be careful about how much emphasis is put on letter grade. Many variables go into a letter grade so it's difficult to compare apples to apples. Also, a high C and low B may be closer than implied by the overall grade.
- Group likes the idea of improving programs on the east side since there are so few programs on the east side.
- Proposed Option: MS Boundary Adjustment - NE Corner of Valencia to Vail
  - Hispanics: Valencia = 81.6%, Vail = 47%
  - Not sure if this will make Valencia an integrated school, but it should improve integration.
  - Letter Grade: Valencia = 90.3%, Vail = 92.1% (Vail only has 58 seats available, but 401 of the enrollment is out of area. If this boundary area is added, there will be less room for non-neighborhood students, but the lottery would kick in and help further with selection.)
  - Capacity: Valencia = C, Vail = C
  - Con: Travel time may be a concern. Need TUSD to help in determining the commute time. Use of 22<sup>nd</sup> Street may be a decent commute.
- Proposed Option: MS Pair Booth Fickett and McCorkle
  - Booth Fickett is a magnet, but group does not believe that it is acting as a magnet to the degree that would hinder this pairing.
  - Hispanics: Booth Fickett = 57%, McCorkle = 89.5%
  - Letter Grade: Booth Fickett = C, McCorkle = C
  - Capacity: Booth Fickett = 106.2%, McCorkle = 89.6%
  - Con:
    - i. Travel time may be a concern. Need TUSD to help determine the commute time in both directions.
    - ii. McCorkle is a new school, may need time to develop on its own.
  - Pros:
    - i. McCorkle is a new school, so there is appeal
    - ii. McCorkle has a self-contained K-8, so that may attract some families as a different option.
- Tucson HS and Sahuaro HS discussion:
  - Sahuaro needs to be a magnet to attract away from Tucson HS
  - THS would need to limit open enrollment students
  - Hispanics: SHS = 34.7%, THS = 73.9%

- Letter Grade: SHS = B, THS = B
- Capacity? No, SHS = 94.1% utilization
- Proposed High School Options:
  - Make NE corner of Cholla Boundary a Catalina Annex.
  - Move current Catalina Annex to Palo Verde.
  - Make Pueblo area east of the 19 a Palo Verde Annex.
    - i. Hispanics: Pueblo = 90%, PVHS = 49%
    - ii. Letter Grade: Pueblo = C, PVHS = B
    - iii. Capacity? Yes, 1000 seats avail at PVHS
    - iv. Pros: PVHS Robotics program and academics are successful (need to market excelling programs)
- High Schools need to update websites to let public know what programs are available.
- Cholla: How many students receive IB diploma? How many are actually part of the program?
- Block schedule suggested so students can participate in home school and programs at different school. All schools would need to switch to a block schedule.
- Proposed MS/HS Option:
  - Stop enrollment at Rincon HS for 4 years to open space on the campus. Change boundary so these students go to Catalina and Palo Verde.
  - Move Dodge students to Rincon facility and make University campus 6-12 grade levels. Grow Dodge program and more students in a university ready school.

Purple Group (Elementary Schools – Boundary Adjustments):

Participants: Sue Gray (recorder), Marguerite Samples, Caroline Carlson, Sylvia Campoy, Georgia Brousseau, Juan Carlos De La Torre, Lorraine Richardson

- Johnson – looked at how to move students from Johnson
  - Decided it was too far a distance to make a difference in integration, no locations identified.
- Lynn Urquides: Looked at a boundary annex to move to another school
  - Howell? No, 91% full
  - Pueblo Gardens? No, K-8
  - No location identified
- Van Buskirk (B school)
  - Pueblo Gardens? No, K-8
  - Myers Ganoung? C school, not ideal. If students are moved from MG to VB, could make MG racially concentrated. MG is 67% Hisp.
- Lineweaver
  - Where are the non-Hispanics coming from? May help to add GATE program to west side school.
- Oyama
  - Kellond? No, 98% full
  - Booth Fickett? No, K-8

- Wheeler to receive?
  - 'A' school, but 134% utilized
- Dietz to receive?
  - Poor grade
- Conclusion
  - Very difficult to move boundaries and anticipate change with open enrollment options.
  - Need break out of K-5 and 6-8 for the K-8 schools to understand how to combine with traditional Elementary and Middle Schools.
  - With Lineweaver, need to know where the non-Hispanics live to draw from
  - Need equitable programs at both east and west sides of the city.

Green Group (Elementary Schools – Pairing and Clustering):

Participants: Bryant Nodine (recorder), Agnes Attakai, Angie Mendoza, James Schelble, Arthur Buckley

- The group agreed that they did not support paired schools and did not want to develop/consider those as options.
- Proposed Elementary Option: Underutilized or closed sites that could be integrated as a special program/school that is attractive to draw students. Look at which are oversubscribed due to programs and find a similar model.
  - General consensus: Whole child and dual language.
  - Considerations:
    - Easy access
    - As it is a new location are there enough students in the area (over utilization) to justify a new school.
    - School of a good size
    - [check real estate rating for schools]
  - Locations: Howenstine, Jefferson Park (as a “Borton North”)
  - Cons: Previously closed schools; need to justify reopening
    - Jefferson Park has a tenant and potential effects of Grand Road improvements
  - Pros: Starting from scratch and good locations/ access
- Proposed Elementary Option: Same approach but in an existing school to attract high SES students into a low SES area
  - Considerations:
    - Farther west
    - Pre-school
  - Locations:
    - Manzo
      - Cons: Manzo is a C school, affects attraction
        - Within the neighborhood (less visible, less access)
        - Neighborhood perceived as dangerous, but this is/ has changed West of I-10

- Pros: Manzo program could be very attractive as is
  - Good neighborhood support
  - Close to downtown
- Robison [Robison already has a program though it may need to be changed and is a UVA turn-around school]
  - Cons: Robison already has a program though it may need to be changed
    - C school, affects attraction
    - Within the neighborhood (less visible, less access)
  - Pros: UVA turn-around school
    - Okay neighborhood
    - Close to University
- Proposed Elementary Option: Low SES into a high SES Area (not developed)

If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

**Boundary Committee Homework**  
**Further develop concepts from BC Meeting (May 14, 2014)**

**BC Proposed Options** (from Small Groups – group discussion included in notes):  
The following items were incomplete. For these to move forward, they need to be developed. Some need to identify specific schools or locations that can be evaluated. Questions are listed to help guide development.

1. Elementary School Option (green group): Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
  - a. Howenstein
  - b. Jefferson Park
  - a) Would there be an attendance boundary?
  - b) What areas would it serve? Which surrounding schools would these locations draw from?
  - c) Does this create integration? How does it affect integration at surrounding schools?
  - d) What is the capacity in this area? Utilization at surrounding schools?
2. Elementary School Option (incomplete): Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
  - a. Manzo
  - b. Robison
  - a) How would these schools draw students?
  - b) Which schools would they draw students from?
  - c) Does this create/ improve integration? How does it affect integration at the schools it draws students from?
  - d) What is the capacity/ utilization of the receiving school?
3. Elementary School Option: Low SES into a high SES Area
  - a) Identify a high SES area and a school to receive low SES students.
  - b) How would these schools draw students?
  - c) Which schools would they draw students from?
  - d) What is the capacity/ utilization at the receiving school?
  - e) Does this create/ improve integration? How does it affect integration at the schools it draws students from?

# **EXHIBIT 23B**

## Meeting Sign-In

Date	May 14, 2014		
Meeting Type	Boundary Committee Meeting		
Location	Duffy Family & Community Center 6:30pm-8:30pm		
Project	TUSD Boundary Review Plan		
Project No.	30-14119-00		
Attendees:	<b>Name</b>	<b>Membership</b>	<b>Present (Initial)</b>
	Cesar Aguirre	BC	
	Agnes Attakai	BC	AA
	Rodney Bell	BC	RB
	Georgia Brousseau	BC	GB
	Sylvia Campoy	Plaintiff	SC
	Caroline Carlson	BC	CC
	•Gloria Copeland	Plaintiff	
	JC De La Torre	BC	JCDT
	•Kathryn Jensen	BC	
	•Taren Ellis Langford	Plaintiff	
	•Jorge Leyva	BC	
	Dale Lopez	BC	
	Lilian Martinez	BC	LM
	Angie Mendoza	BC	AM
	Rosalva Meza	Plaintiff	RM
	Susan Neal	BC	







## Meeting Sign-In

Date	May 14, 2014
Meeting Type	Boundary Committee Meeting
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:	Name	Membership	Present (Initial)
	Bryant Nodine	TUSD	BN
	Shaun Brown	TUSD	SB
	Katrina Leach (consultant)	DLR	KL
	Sue Gray (consultant)	DLR	SG
	Kelly Wendel (consultant)	DLR	KW
	Rick Brammer (consultant)	AE	
	Garrett Lough (consultant)	AE	
	Richard Murillo	TUSD	RM
	Candy Egbert	TUSD	
	Sam Brown	TUSD	
	Vicki Callison	TUSD	
	Patricia Vitony Watercolte	TUSD	PW
	Sam Brammer	"	SB

# **EXHIBIT 23C**

# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: ELEMENTARY SCHOOLS

### STRATEGY: PAIRING AND CLUSTERING

#### GROUND RULES:

1. Be Respectful. Don't interrupt and allow everyone to share their opinions.
2. All ideas and opinions are welcome so please don't insult other peoples' ideas. Even if an idea doesn't work out, it can lead to one that does!
3. Talk with the whole table. For the sake of the recorder, please don't hold side conversations or your voice may not be heard.
4. We are not just interested in how you feel but WHY you feel that way.
5. Each table will need one person to record and one person to report.
  - a. The recorder will facilitate and take notes of the discussions.
  - b. The reporter will give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select an elementary school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Select an elementary school (s) to pair/ cluster with the racially concentrated school (s). Look for:
  - a. non-magnet schools
  - b. neutral or integrated schools
3. Answer the following questions for analysis/ documentation:
  - a. Which schools are impacted?
  - b. What is the current Hispanic percentage at each school?
  - c. What are the ethnic goals? Which groups would you draw from?
  - d. Does the change create an integrated school? If not, does it improve integration?
  - e. What is the letter grade at each school?
  - f. Are there special community considerations at any of the impacted schools?
  - g. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options.

# Agenda



**DLR Group**

Architecture Engineering Planning Interiors

6225 North 24th Street  
Suite 250  
Phoenix, AZ 85016

o: 602/381-8580  
f: 602/956-8358

Date/Time	May 14, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting - Create Options

- |        |   |
|--------|---|
| Topics | <ol style="list-style-type: none"><li>1. Meeting Agenda overview (5 min)</li><li>2. Create Options to improve integration<ol style="list-style-type: none"><li>a. Four separate Small Groups (1 hour, 15 minutes)<ol style="list-style-type: none"><li>i. Elementary Schools - Attendance Boundaries</li><li>ii. Elementary Schools - Pairing and Clustering</li><li>iii. Middle School/ High Schools - Attendance Boundaries</li><li>iv. Middle School/ High Schools - Pairing and Clustering</li></ol></li></ol></li><li>3. Small Group Summaries (20 min total – 5 min each)</li><li>4. Update (15 min)<ol style="list-style-type: none"><li>a. Schedule</li><li>b. Magnet Plan Update</li></ol></li><li>5. Next Steps (5 min)<ol style="list-style-type: none"><li>a. Next BC Meeting: Evaluate Options - May 21 @ 6:30pm</li></ol></li></ol> |
|--------|---|

cc



# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: ELEMENTARY SCHOOLS

### STRATEGY: BOUNDARY ADJUSTMENTS

#### GROUND RULES:

1. Be Respectful. Don't interrupt and allow everyone to share their opinions.
2. All ideas and opinions are welcome so please don't insult other peoples' ideas. Even if an idea doesn't work out, it can lead to one that does!
3. Talk with the whole table. For the sake of the recorder, please don't hold side conversations or your voice may not be heard.
4. We are not just interested in how you feel but WHY you feel that way.
5. Each table will need one person to record and one person to report.
  - a. The recorder will facilitate and take notes of the discussions.
  - b. The reporter will give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select an elementary school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Answer the following questions:
  - a. How can the boundary be changed to help with integration? (may help to review the Hispanic Share of Enrollment Counts Map)
  - b. Which schools are impacted?
  - c. What is the current Hispanic percentage at each school?
  - d. What are the ethnic goals? Which groups would you draw from?
  - e. Does the change create an integrated school? If not, does it improve integration?
  - f. What is the letter grade at each school?
  - g. Is there space available for this change? What is the capacity and utilization at these locations?
  - h. Are there special community considerations at any of the impacted schools?
  - i. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options.

# Agenda



**DLR Group**

Architecture Engineering Planning Interiors

6225 North 24th Street  
Suite 250  
Phoenix, AZ 85016

o: 602/381-8580  
f: 602/956-8358

Date/Time	May 14, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting - Create Options

- |        |   |
|--------|---|
| Topics | <ol style="list-style-type: none"><li>1. Meeting Agenda overview (5 min)</li><li>2. Create Options to improve integration<ol style="list-style-type: none"><li>a. Four separate Small Groups (1 hour, 15 minutes)<ol style="list-style-type: none"><li>i. Elementary Schools - Attendance Boundaries</li><li>ii. Elementary Schools - Pairing and Clustering</li><li>iii. Middle School/ High Schools - Attendance Boundaries</li><li>iv. Middle School/ High Schools - Pairing and Clustering</li></ol></li></ol></li><li>3. Small Group Summaries (20 min total – 5 min each)</li><li>4. Update (15 min)<ol style="list-style-type: none"><li>a. Schedule</li><li>b. Magnet Plan Update</li></ol></li><li>5. Next Steps (5 min)<ol style="list-style-type: none"><li>a. Next BC Meeting: Evaluate Options - May 21 @ 6:30pm</li></ol></li></ol> |
|--------|---|

cc

# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: MIDDLE & HIGH SCHOOLS

### STRATEGY: PAIRING AND CLUSTERING

#### GROUND RULES:

1. Be Respectful. Don't interrupt and allow everyone to share their opinions.
2. All ideas and opinions are welcome so please don't insult other peoples' ideas. Even if an idea doesn't work out, it can lead to one that does!
3. Talk with the whole table. For the sake of the recorder, please don't hold side conversations or your voice may not be heard.
4. We are not just interested in how you feel but WHY you feel that way.
5. Each table will need one person to record and one person to report.
  - a. The recorder will facilitate and take notes of the discussions.
  - b. The reporter will give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select a middle or high school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Select a middle or high school (s) to pair/ cluster with the racially concentrated school (s). Look for:
  - a. non-magnet schools
  - b. neutral or integrated schools
3. Answer the following questions for analysis/ documentation:
  - a. Which schools are impacted?
  - b. What is the current Hispanic percentage at each school?
  - c. What are the ethnic goals? Which groups would you draw from?
  - d. Does the change create an integrated school? If not, does it improve integration?
  - e. What is the letter grade at each school?
  - f. Are there special community considerations at any of the impacted schools?
  - g. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options, one for each grade level.

# Agenda



**DLR Group**

Architecture Engineering Planning Interiors

6225 North 24th Street  
Suite 250  
Phoenix, AZ 85016

o: 602/381-8580  
f: 602/956-8358

Date/Time	May 14, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting - Create Options

- |        |   |
|--------|---|
| Topics | <ol style="list-style-type: none"><li>1. Meeting Agenda overview (5 min)</li><li>2. Create Options to improve integration<ol style="list-style-type: none"><li>a. Four separate Small Groups (1 hour, 15 minutes)<ol style="list-style-type: none"><li>i. Elementary Schools - Attendance Boundaries</li><li>ii. Elementary Schools - Pairing and Clustering</li><li>iii. Middle School/ High Schools - Attendance Boundaries</li><li>iv. Middle School/ High Schools - Pairing and Clustering</li></ol></li></ol></li><li>3. Small Group Summaries (20 min total – 5 min each)</li><li>4. Update (15 min)<ol style="list-style-type: none"><li>a. Schedule</li><li>b. Magnet Plan Update</li></ol></li><li>5. Next Steps (5 min)<ol style="list-style-type: none"><li>a. Next BC Meeting: Evaluate Options - May 21 @ 6:30pm</li></ol></li></ol> |
|--------|---|

cc

# BC SCENARIO DEVELOPMENT WORKSHEET

## GRADE LEVEL: MIDDLE & HIGH SCHOOLS

### STRATEGY: BOUNDARY ADJUSTMENTS

#### GROUND RULES:

1. Be Respectful. Don't interrupt and allow everyone to share their opinions.
2. All ideas and opinions are welcome so please don't insult other peoples' ideas. Even if an idea doesn't work out, it can lead to one that does!
3. Talk with the whole table. For the sake of the recorder, please don't hold side conversations or your voice may not be heard.
4. We are not just interested in how you feel but WHY you feel that way.
5. Each table will need one person to record and one person to report.
  - a. The recorder will facilitate and take notes of the discussions.
  - b. The reporter will give a brief summary to the Boundary Committee at the end of the meeting, highlighting key discussions from the group.

#### INSTRUCTIONS:

1. Select a middle or high school(s) to improve integration. Look for:
  - a. non-magnet schools
  - b. racially concentrated schools
2. Answer the following questions:
  - a. How can the boundary be changed to help with integration? (may help to review the Hispanic Share of Enrollment Counts Map)
  - b. Which schools are impacted?
  - c. What is the current Hispanic percentage at each school?
  - d. What are the ethnic goals? Which groups would you draw from?
  - e. Does the change create an integrated school? If not, does it improve integration?
  - f. What is the letter grade at each school?
  - g. Is there space available for this change? What is the capacity and utilization at these locations?
  - h. Are there special community considerations at any of the impacted schools?
  - i. Discuss pros, cons and additional comments.

GOAL: Develop at least 2 possible options, one for each grade level.

# Agenda



**DLR Group**

Architecture Engineering Planning Interiors

6225 North 24th Street  
Suite 250  
Phoenix, AZ 85016

o: 602/381-8580  
f: 602/956-8358

Date/Time	May 14, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting - Create Options

- |        |   |
|--------|---|
| Topics | <ol style="list-style-type: none"><li>1. Meeting Agenda overview (5 min)</li><li>2. Create Options to improve integration<ol style="list-style-type: none"><li>a. Four separate Small Groups (1 hour, 15 minutes)<ol style="list-style-type: none"><li>i. Elementary Schools - Attendance Boundaries</li><li>ii. Elementary Schools - Pairing and Clustering</li><li>iii. Middle School/ High Schools - Attendance Boundaries</li><li>iv. Middle School/ High Schools - Pairing and Clustering</li></ol></li></ol></li><li>3. Small Group Summaries (20 min total – 5 min each)</li><li>4. Update (15 min)<ol style="list-style-type: none"><li>a. Schedule</li><li>b. Magnet Plan Update</li></ol></li><li>5. Next Steps (5 min)<ol style="list-style-type: none"><li>a. Next BC Meeting: Evaluate Options - May 21 @ 6:30pm</li></ol></li></ol> |
|--------|---|

cc



# **EXHIBIT 24**



Parent Directory

Thumbnails

FTP Voyager JV

Enable Web Client Pro

Logout

Name	Size	Time
2014-05-28_Sign-In.pdf	874.76 KB	5/30/2014, 8:49:32 AM
Agenda_2014-05-28_BC Mtg.pdf	22.51 KB	5/28/2014, 8:08:40 AM

# **EXHIBIT 24A**

## Meeting Sign-In

Date May 28, 2014  
 Meeting Type Boundary Committee Meeting  
 Location Duffy Family & Community Center  
 6:30pm-8:30pm  
 Project TUSD Boundary Review Plan  
 Project No. 30-14119-00

Attendees:

Name	Membership	Present (Initial)
Cesar Aguirre	BC	
Agnes Attakai	BC	
Rodney Bell	BC	RB
Georgia Brousseau	BC	
Sylvia Campoy	Plaintiff	SC
Caroline Carlson	BC	
Gloria Copeland	Plaintiff	
JC De La Torre	BC	
Kathryn Jensen	BC	KJ
Taren Ellis Langford	Plaintiff	
Jorge Leyva	BC	JL
Dale Lopez	BC	DL
Lilian Martinez	BC	LM
Angie Mendoza	BC	
Rosalva Meza	Plaintiff	
Susan Neal	BC	







## Meeting Sign-In

Date May 28, 2014  
 Meeting Type Boundary Committee Meeting  
 Location Duffy Family & Community Center  
 6:30pm-8:30pm  
 Project TUSD Boundary Review Plan  
 Project No. 30-14119-00

Attendees:

Name	Membership	Present (Initial)
Bryant Nodine	TUSD	BN
Shaun Brown	TUSD	SB.
Katrina Leach (consultant)	DLR	KL.
Sue Gray (consultant)	DLR	SG
Kelly Wendel (consultant)	DLR	KW.
Rick Brammer (consultant)	AE	
Garrett Lough (consultant)	AE	
Richard Murillo	TUSD	RM.
Candy Egbert	TUSD	
Sam Brown	TUSD	
Vicki Callison	TUSD	
Pat Cisneros	TUSD	PRC

# **EXHIBIT 24B**

# Agenda



**DLR Group**

Architecture Engineering Planning Interiors

6225 North 24th Street  
Suite 250  
Phoenix, AZ 85016

o: 602/381-8580  
f: 602/956-8358

Date/Time	May 28, 2014 (6:30pm-8:30pm)
Location	Duffy Family and Community Center Multi-Purpose Room 655 N Magnolia Ave Tucson, AZ 85711
Project	TUSD Boundary Review Plan
Subject	Boundary Committee Meeting – Magnet Plan Review

## Topics

1. Attendance Boundary/ Preference Area considerations
  - a. Small Groups - Consider Proposed Schools (45 min)
    - i. Bonillas ES, Tully ES, Davis ES, Cragin ES
    - ii. Robison ES, Borton ES, Holladay ES, Ochoa ES
    - iii. Safford K8, Booth-Fickett K8, Roskruge K8
    - iv. Dodge MS, Utterback MS, Mansfeld MS
  - b. Group Summary and Preliminary Votes (30 min)
2. Magnet Plan Questions to the BC
  - a. Small Groups (30 min)
    - i. Should the pairing between Drachman and Carillo be removed?
    - ii. Are there any boundary changes that can be made to improve integration if the suggested school was not a magnet?
      1. Pueblo HS
      2. Robison ES and Ochoa ES
      3. Utterback MS
      4. Bonillas ES
  - b. Small Group Summary (15 min)
3. Next Steps
  - a. Schedule Review
  - b. Next BC Meeting: Evaluate Options – June 4 @ 6:30pm

# **EXHIBIT 25**

## 2014 BOUNDARY REVIEW PLAN COMMITTEE

Name	Region	Parent	Employee	Hispanic	Race
<b>Members</b>					
Cesar Aguirre	C	Yes		Yes	American Indian/Alaskan Native
Agnes Attakai	W	Yes		No	American Indian/Alaskan Native
Rodney Bell	E			No	Black
Liz Benites	E	Yes	Yes	No	White
Georgia Brousseau	E	Yes		No	White
Caroline Carlson	C		Yes	No	White
Vivian Chilton	W	Yes	Yes	No	Black
Juan De La Torre	C		Yes	Yes	
Gerlie Fout	C	Yes	Yes	No	Asian
Kathryn Jensen	E	Yes	Yes	No	White
Jorge Leyva	E	Yes		Yes	
Dale Lopez	C		Yes	Yes	White
Lilian Martinez	W	Yes	Yes	Yes	
Angie Mendoza	W		Yes	Yes	White
Susan Neal	W	Yes	Yes	No	White
Lorinda Pierce Sena	O		Yes	Yes	
Betts Putnam-Hidalgo	C	Yes	Yes	No	White
Cynthia Quijada	W	Yes	Yes	Yes	
Celina Ramirez	E			Yes	White
Lorraine Ramirez	W	Yes		Yes	
Rachel Starks	W	Yes		No	American Indian/Alaskan Native
Anna Timney	E	Yes	Yes	No	White
Diana Tolton	C		Yes	No	White
Marietta Wasson	O		Yes	No	American Indian/Alaskan Native
<b>Plaintiffs Reps</b>					
Sylvia Campoy	C			Yes	
Gloria Copeland	E			No	Black
Taren Ellis Langford	E	Yes		No	Black
Rosalva Meza	C			Yes	Hispanic
Lorraine Richardson	O		Yes	No	Black
James Schelble	C			No	White
<b>Alternates</b>					
Vicki Borders	O		Yes	No	White
Arthur Buckley	O		Yes	No	White
Megan Chavez	O		Yes	No	White
Amy Cislak	E		Yes	No	White
Amy Emmendorfer	O	Yes	Yes	No	Asian
Vicki Harvey	E		Yes	No	White
William Jones	E			No	White
Jill Leon	E	Yes	Yes	No	White
Cheryl Norwood	E		Yes	No	White
Marguerite Samples	E		Yes	No	White
Cheryl Schrader-Gerken	C	Yes	Yes	No	White
Marsha Willey	E		Yes	No	White

**Legend**

A = Alternative  
Y = Committee Member  
E = East  
C = Central  
W = West  
O = Out of District

# **EXHIBIT 26**



**Jason Linaman**

---

**From:** Nodine, Bryant <Bryant.Nodine@tusd1.org>  
**Sent:** Tuesday, April 08, 2014 9:43 AM  
**To:** Sylvia Campoy  
**Cc:** Rosalva Meza; Leach, Katrina  
**Subject:** RE: Mendoza Plaintiffs' Representatives' Questions, Comments, and Requests  
**Attachments:** Application for 2014 Boundary Committee email.pdf

Sylvia,

I had a chance to quickly review your comments and I appreciate your feedback. I'll do my best to get back you on them by Wednesday (tomorrow).

In the meantime, please fill out and return the attached for the committee database.

Thanks,  
Bryant

**Bryant Nodine, AICP**

**TUSD**

*Acting Director of Planning and Student Assignment*

2025 E Winsett St

Tucson, AZ 85704

520-225-4948

520-241-4940 cell

520-225-4939 fax

---

**From:** Sylvia Campoy [<mailto:yopmac1@msn.com>]  
**Sent:** Monday, April 07, 2014 12:20 PM  
**To:** Nodine, Bryant  
**Cc:** Rosalva Meza  
**Subject:** RE: Mendoza Plaintiffs' Representatives' Questions, Comments, and Requests

Bryant-

I had difficulty opening the last file we sent, thus, I have attached another file.

Thanks,  
Sylvia



*Fall seven times, stand up eight. ~Japanese Proverb*

---

From: [yopmac1@msn.com](mailto:yopmac1@msn.com)

To: [bryant.nodine@tusd1.org](mailto:bryant.nodine@tusd1.org)

CC: [desiertobello@gmail.com](mailto:desiertobello@gmail.com)

Subject: Mendoza Plaintiffs' Representatives' Questions, Comments, and Requests

Date: Mon, 7 Apr 2014 12:51:48 -0600

Bryant,

Please see the attached memorandum to you from Rosalva Meza and me.

Thank you,

Sylvia Campoy



*Fall seven times, stand up eight. ~Japanese Proverb*

**Jason Linaman**

---

**From:** Nodine, Bryant <Bryant.Nodine@tusd1.org>  
**Sent:** Wednesday, May 14, 2014 4:07 PM  
**To:** Sylvia Campoy  
**Cc:** Rosalva Meza; Leach, Katrina; Desegregation  
**Subject:** RE: Request for Information

Sylvia,

I don't have the highlighted part of your request yet but I'll do my best to answer the rest.

For the 2013-14 school year, please provide the number of students, by school, grade and ethnicity/race, who have utilized the provision within the Unitary Status Plan found in Section III. Transportation A.3. General Provisions, which states, "*The District shall provide free transportation, except as provided in Paragraph (4) below, to: b. District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate-*"

Also, how and when have parents/students been informed about this provision?

For this year we kept the ABC groups in place and provided transportation using those rules. We also provided transportation from the 4 racially concentrated schools that were closed. During the public boundary meetings for the closures we presented the above transportation information at meetings regarding the four racially concentrated schools that were closing and we included that information in letter to affected families and on the website.

Next year we will grandfather all the ABC eligible students and add the new criteria you cite.

We are in the process of notifying parents as follows:

1. We are developing a school choice calculator (as defined in the USP) that should be online next week. This includes information on the referenced transportation incentive.
2. We have prepared a brochure in English and Spanish. The brochure will be the main vehicle for informing students/parents about this change for next year; it will include a phone number to call and a link to the school choice calculator.
3. We will distribute English and Spanish brochures to, at a minimum, parents of all students who live in the boundary of a RC school.
4. The brochures will also be available at 1010, family centers, school sites and online.

I'll send the numbers as soon as I receive them.

Thanks,  
Bryant

**Bryant Nodine**  
TUSD Acting Director of Planning and Student Assignment  
520-225-4948  
520-241-4940 cell

---

**From:** Nodine, Bryant  
**Sent:** Wednesday, April 30, 2014 12:54 PM  
**To:** 'Sylvia Campoy'

**Cc:** 'Rosalva Meza'; 'Leach, Katrina'; Desegregation

**Subject:** RE: Request for Information

Sylvia,

Excellent on creating the scenario! Small group working sessions will be set up at this meeting to generate/present new options and then the groups will present the options to the whole group at the end. At this point we are getting workable options on the table; we will provide a more complete analysis of the ones that come out of the groups at the following meeting.

I'm not sure I'll be able to get access to a copier at Duffy, but if you can email it to me I'll make copies here.

Regarding the transportation: For this year we kept the ABC groups in place and provided transportation using those rules. Next year we will grandfather all the ABC eligible students and add the new criteria you cite. I'll check into the status of public notification.

Thank you,  
Bryant

**Bryant Nodine, AICP**

**TUSD**

Acting Director of Planning and Student Assignment

2025 E Winsett St

Tucson, AZ 85704

520-225-4948

520-241-4940 cell

520-225-4939 fax

---

**From:** Sylvia Campoy [<mailto:yopmac1@msn.com>]

**Sent:** Wednesday, April 30, 2014 12:13 PM

**To:** Nodine, Bryant; Leach, Katrina

**Cc:** Rosalva Meza

**Subject:** Request for Information

Rosalva and I have the following request:

For the 2013-14 school year, please provide the number of students, by school, grade and ethnicity/race, who have utilized the provision within the Unitary Status Plan found in Section III. Transportation A.3. General Provisions, which states, "*The District shall provide free transportation, except as provided in Paragraph (4) below, to: b. District students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. Such transportation may be provided by District vehicles or by public transportation vouchers, whichever is appropriate-*" Also, how and when have parents/students been informed about this provision?

Also, we have worked with small group and will be presenting an integration scenario this evening. We are checking to make sure that ample time has been allocated for this to take place. Additionally, we will need copies of our document to pass out. Is there a copier at the facility?

Thank you for your attention to this.

Sylvia Campoy and Rosalva Meza



*"Strength does not come from physical capacity. It comes from an indomitable will."*

*Mahatma Gandhi*

**Jason Linaman**

---

**From:** Sylvia Campoy <yopmac1@msn.com>  
**Sent:** Wednesday, May 14, 2014 9:32 AM  
**To:** Leach, Katrina; bryant.nodine@tusd1.org  
**Cc:** sukai@cox.net; Rosalva Meza; caguirre082@centurylink.net  
**Subject:** Proposed Scenario  
**Attachments:** Integration Strategies and Proposed Scenario- rev.pdf

Please find attached the scenario that was developed by a few of us and proposed last week in some of small groups. The scenario has been revised to reflect feedback. We would still like the opportunity to present it to the entire group. Will you please provide copies for the presentation?

Also, within my group last week there was also the proposal to provide a mirrored program (partnering with Pima Community College) as Santa Rita at Cholla- with distinctive offerings so as to allow students each of the schools to choose the offerings which most appeal to them. Your notes are likely to reflect more details on the ideas that were provided.



*"Fortitude is the marshal of thought, the armor of the will, and the fort of reason."  
Francis Bacon, Sr.*



**Jason Linaman**

**From:** Sylvia Campoy <yopmac1@msn.com>  
**Sent:** Friday, May 23, 2014 12:37 PM  
**To:** Leach, Katrina; bryant.nodine@tusd1.org  
**Subject:** Updated request

May 21, 2014 (updated May 23, 2014 to include information on ELL students)

Katrina and Bryant,

In reviewing enrollment figures on the TUSD website I noticed a drop in enrollment from the 40<sup>th</sup> day through the day I was reviewing the data- May 8<sup>th</sup>. In further review, it appears as though TUSD has lost approximately 800 students (the equivalent to an entire school) and, of the students lost, the highest number is shown for Hispanic students (about 600 students) See chart below. This information is, of course, relevant to our work on the Boundary Committee. In order to have a better understanding of the loss of students, to date, the numbers shown below need to be verified. I have actually heard that the enrollment loss is actually higher (up to 1500). Based on the actual numbers, the following information would be helpful to understand the impact of the loss of enrollment:

Schools and grades from which students were "lost by race/ethnicity/ELL status."

Reason for departure, if known.

Of the approximate 800 students, the number of "drop-outs-" with race/ethnic/ELL status.

Also, as a reminder, the group that began working on an integration scenario involving Lineweaver Elementary and Van Buskirk Elementary needs additional information on the non- neighborhood students attending Lineweaver. By race/ethnicity and grade what schools are these students leaving to attend Lineweaver and of these, how many attend the general education program and how many attend the GATE program, again by race/ethnicity?

Thank you,  
 Sylvia Campoy

#### TUSD 40<sup>th</sup> day enrollment

White	Af. AM.	Hispanic	Nat.Am.	Asian Am.	Multiracial	Total
11,202	2,749	31,356	1,940	1089	1,512	49,848
22.5%	5.5%	62.9%	3.9%	2.2%	3.0%	

#### TUSD May 8, 2014 enrollment

White	Af. AM.	Hispanic	Nat.Am.	Asian Am	Multiracial	Total
11,045	2,784	30,752	1,906	1,100	1,489	49,076
22.5%	5.7%	62.7%	3.9%	2.2%	3.0%	

#### Difference between 40<sup>th</sup> and May 8, 2014 enrollment

-157	+35	-604	-34	+11	-23	-772
-.0140%	+.0127%	-.0192%	-.0175%	+.0101%	-.0152%	of 40 <sup>th</sup> day enrollment
20.33%		78.24%	4.40%		2.9%	of total 772 less students



*"Fortitude is the marshal of thought, the armor of the will, and the fort of reason."  
Francis Bacon, Sr.*

**Jason Linaman**

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**From:** Nodine, Bryant <Bryant.Nodine@tusd1.org>  
**Sent:** Wednesday, April 16, 2014 9:05 AM  
**To:** Lorraine Richardson  
**Cc:** rsjr3@aol.com; james.terence.schelble@gmail.com; Leach, Katrina; Gray, Susan; William Brammer; Brown, Samuel  
**Subject:** RE: Boundary Committee Scenarios

Dear Ms. Richardson,

First, thank you applying your understanding of the District to help the committee create solutions. As you have recognized, this is a tough task where solutions create new issues and revive old concerns.

I hope, as we move forward, that you will be able to see beyond any past conflicts to help move us in the right direction.

Please see my comments below.

Many thanks for your efforts,  
Bryant

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**From:** Lorraine Richardson [<mailto:lhrichardson2000@yahoo.com>]  
**Sent:** Tuesday, April 08, 2014 11:33 AM  
**To:** Nodine, Bryant  
**Cc:** [rsjr3@aol.com](mailto:rsjr3@aol.com); [james.terence.schelble@gmail.com](mailto:james.terence.schelble@gmail.com)  
**Subject:** Boundary Committee Scenarios

Dear Mr. Nodine:

We, Gloria Copeland, Teran Langford and Lorraine H. Richardson have some concerns about the scenarios presented at the Boundary Committee meeting on April 2, 2014. First are some general concerns about the proposals which are listed below:

1. The costs for busing the students will be prohibitive,  
Very basically, each new bus route costs \$30,000 per year (assuming the driver can only do one route in the morning and one on the evening—some do multiple routes); each bus and serves about 50 students. So any option that takes students that are not bussed and busses them, costs about \$600 per student per year. Additional detail will be provided at the April 30 meeting.
2. The racial mix should be determined based on all minority groups, not just Hispanics and

Disaggregated data has been provided to the committee.

3. Children of color are being asked to bear the bulk of the travel.  
The committee has been encouraged to submit additional options.

Additionally, we have specific concerns and questions about each of the scenarios. These are outlined below:

### **Davis/Blenman**

Blenmann is currently integrated.

Yes, this would provide an opportunity for more students to attend an integrated school—a stated objective of the USP.

Davis is concentrated due to the acceptance minority students to school. All non-Hispanic White applicants were accepted to the school. We need to do better attracting these students.

A better grouping is Davis with Hughes.

Hughes is over-enrolled and has a large non-neighborhood component that is helping to integrate the school.

### **Bonillas/Lineweaver**

Lineweaver is currently integrated.

This change moves Bonillas students from Dodge, so is the real reason to change the ethnic landscape of Dodge?

This change is not designed to impact the magnet enrollment at Bonillas and therefore should not affect Dodge.

What is the current AYP and ethnic breakdown of non-Gate students at Bonillas?  
We will provide the GATE ethnic breakdown at the April 16 committee meeting.

### **Boundary Adjustment from Mansfield to Doolen**

This will re-segregate Doolen.

Please see the data in the School Ethnicity table. Doolen will actually be closer to the definition of integrated with this option.

These students have already been moved due to closing of a previous school. Yes, a portion of these students were moved when Richey was closed; this needs to be considered as a factor.

Increases racial concentration at Mansfield or is that the real reason - to move children of color out of Mansfield to make way for Anglo students in the magnet?

It was provided to make room for magnet students in Mansfeld to help integrate that school—the projected impact of the magnet has not been included in the tables because the program is in its inception.

### **Mansfield/Roberts-Naylor**

Students have recently been moved because of boundary change due to previous school closing.

True the Duffy closure resulted in some of these students moving to Robison.

Is the goal to re-segregate Mansfield with the implementation of the magnet?

Magnets are not designed to segregate schools.

### **Santa Rita/Early Middle College**

Program being suggested are low skilled.

This program provides the option of an Associate degree.

Duplicates programs at other high schools.

Yes, with the addition of the Pima College partnership.

Students must pay to attend Pima College or high school teachers must be certified to teach at the junior college level.

This will need to be addressed in the development of the program. PCC interest in using the facility requires something from them in exchange.

Students must have 2.5 gpa and pass reading and writing tests

### **Palo Verde/Santa Rita**

Palo Verde is currently integrated.

Yes, this would provide an opportunity for more students to attend an integrated school—a stated objective of the USP.

No reason for students to change schools.

Palo Verde is a B school with a STEM program.

History shows that students from Cholla and Pueblo will not travel east.

16 students from Cholla attend Palo Verde and 3 students from Palo Verde attend Cholla. 16 students from Pueblo attend Palo Verde and 3 students from Palo Verde attend Pueblo. So, yes, it is hard to get travel in either direction. Should we not try?

### **Catalina/Sabino**

Catalina is currently integrated.

Yes, this would provide an opportunity for more students to attend an integrated school—a stated objective of the USP.

Cavett students are already travelling to attend Catalina and will now have to travel even farther to do to Sabino.

This would be voluntary.

Why aren't Sabino students travelling to Catalina?

Sabino is an A school, so this provides students an opportunity to attend an A school.

Is this an attempt to close Catalina against court order.

The objective of this is to open some seats at Tucson High by voluntary movement of students. Catalina is a secondary pick-up and the option does not include the closure of Catalina as it is not likely to move large enough numbers of student to warrant closure.

*Lorraine H. Richardson, PhD*  
*Fisher Plaintiff*